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TÍTULO COMPLETO DEL TRABAJO: Video Games as Language Learning Environments for Enhancing Reading Comprehension Strategies in Low EFL Learners

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2. Comprensión Lectora	Reading Comprehension	7. Aprendizaje del Inglés	Language Learning
3. Estrategias Lectoras	Reading Strategies	8. mejora en Lectura	Reading Improvement
4. Juegos de Video	Video Games	9.	
5. Problemas de Lectura en Inglés	Reading Problems in English	10.	

RESUMEN DEL CONTENIDO: (Máximo 250 palabras)

Con el interés de ayudar a mis estudiantes en inglés con el desarrollo de sus estrategias de comprensión lectora en esta lengua extranjera, este proyecto de investigación – acción busca en la aplicación de juegos de video como ambientes de aprendizaje mejorar la capacidad de lectura en estos estudiantes. Este proceso se lleva a cabo debido a la

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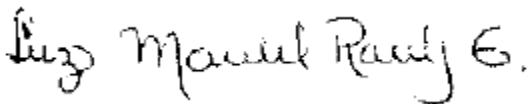
aparente motivación que esta generación de estudiantes parece tener hacia estos juegos electrónicos. Los datos fueron recolectados a través de notas de campo, entrevistas a grupos focales y productos de los estudiantes. Estos instrumentos fueron aplicados en una serie de intervenciones pedagógicas basadas en misiones de un juego de video como sesiones de lectura en inglés. Los hallazgos demuestran que los estudiantes usaron en este proceso diferentes estrategias lectoras como inferir, traducir, deducir, visualizar junto con otras mientras leían en inglés e interactuaban con en el video juego. Este resultado es consecuencia de la motivación personal que cada estudiante tiene con el juego electrónico y la interacción con este. Este estudio demuestra que es importante hacer más investigación en este campo debido a que los juegos de video son actividades centradas en el gusto de los estudiantes. Así, diferentes beneficios académicos pueden ser desarrollados en los estudiantes a través de estas actividades con ambientes tecnológicos así como metodologías significativas para los docentes de inglés como lengua extranjera





ABSTRACT: (Máximo 250 palabras)

With an interest to help some EFL students with the development of their EFL reading strategies, this action research study looked at the application of video games as language learning environments for increasing reading by the motivation video games appears to generate among this current generation of EFL learners. Data were gathered through focus groups interviews, field notes and students' artifacts in a series of pedagogical interventions based on EFL reading lessons through video game quests. Findings show that participants used different reading strategies like inferring, translating, deducing, visualizing and some others while reading in English and playing in the video game because of the intrinsic motivation and the interaction with the video game these students had. The study suggests that it is important to do more research on video games as language teaching strategies. This is said because these electronic games may give benefits to the learners as more students-centered activities as well as meaningful methodologies for Language teacher.

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Video Games as Language Learning Environments for Enhancing Reading Comprehension
Strategies in Low EFL Learners

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Dedication

I dedicate this research Project to my little boy Mathias, my darling wife Lorena, my wonderful mom Nancy and my beloved ones who supported me throughout this hardworking process. My family's encouragement has made sure that I give it all it takes to finish which I have started. My love and gratitude for you all can be never be quantified. Thank you

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Abstract

With an interest to help some EFL students from a public school in Neiva - Huila with the development of their EFL reading strategies, this action research study looked at the application of video games as language learning environments for increasing reading by the motivation video games appears to generate among this current generation of EFL learners. Data were gathered through focus groups interviews, field notes and students' artifacts in a series of pedagogical interventions based on EFL reading lessons through video game quests. Findings show that participants used different reading strategies like inferring, translating, deducing, visualizing and some others while reading in English and playing in the video game because of the intrinsic motivation and the interaction with the video game these students had. The study suggests that it is important to do more research on video games as language teaching strategies. This is said because these electronic games may give benefits to the learners as more students-centered activities as well as meaningful methodologies for Language teacher.

Keywords: Language Learning, Reading Comprehension, Reading Strategies, Teaching English, Video Games

Introduction

Video games are digital or electronic games which allow gamers to interact with a user interface to generate visual feedback on a video device such as TV screen or computer monitor in order to get specific information for accomplishing the objectives in the game. For instance, through some video games players are inserted in an interactive and fictional story which motivates the participants to complete several tasks understanding what the game is about through several activities, especially reading. With this in mind, this research study tries to see how some EFL students from a public school in Neiva may be stimulated to use different reading strategies in English through video games since the traditional resources and methodologies used regularly in the English lessons seem to be boring, monotonous and do not seem to help these specific EFL learners with the development of their reading strategies as will be demonstrated below. Besides, digital games appear to be daily activities these students enjoy a lot without taking into account the language the video games use. Even though, there is not a clear connection between video games and educational EFL environments in literature yet, there are some other similar problems explored by other researchers in different contexts which might support my research question and meet my research objectives which are related to enhancing reading comprehension strategies in EFL learners through video games.

This research study was carried out with the objective to resolve a problematic academic situation some EFL students were having in a public school in Neiva. These students were struggling with understanding English texts despite several strategies were used in the English lessons. Reading comprehension grades were always the lowest ones among the 4 English languages skills of these students on average. However, from empirical observation I discovered that these same learners play video games in English with no significant difficulty for

understanding the texts or instructions embedded in the video game. As a result, I tried to connect the low reading performance students were facing in the English classroom with the apparent openness these same students face English texts through video games in order to overcome the difficulty we were having in the classroom.

Within this context, an action research study was carried out with a seventh grade group of students in Neiva – Huila at Claretiano “Gustavo Torres Parra” public school. This project emerges as an opportunity to explore different reading strategies used by these students in the EFL context as an alternative way of solving teaching and learning EFL reading difficulties. First, this study states what the problem is, the context and the possible contributions this research study may unveil in the foreign language field. Then, different literature is presented in order to support my research project along with related studies done previously in the field with the purpose to demonstrate how these different projects helped me to shape my research study. After that, the methodological design is described with the type of study, participants, instruments for collecting data and its procedure. Afterward, the analysis of the data and its corresponding procedures and findings are explained and supported by the theoretical framework. Finally, some conclusions are presented in order to answer my research question and the possible implications this study may arise in the English learning and teaching field in my context.

Chapter I. Research Problem

Statement of the Problem

In public schools where English is not a priority and there are few opportunities to practice that language outside the school, the classroom becomes a key place where language learning can be developed. However, developing activities which involves reading in the foreign language classroom may result difficult because learners so often find that activity boring, tedious and unimportant. There are several reasons why EFL students in public schools express dislike about reading in English. The first one is that learners feel they do not have enough language knowledge to understand English texts and learners give up trying to understand. Another reason is that students consider the reading topics boring and unrelated with their interests. Besides, when carrying out reading in worksheets, students may feel that there is not interaction between the reading and students' interest. This situation makes the reading process plain and unattractive to students. Besides, in my context students' motivation for reading is as low in their mother tongue as it is in the foreign language.

These aspects were evident through the observation process I carried out in the classroom, where most of my students were having problems developing their language skills in relation with comprehending written texts according to the national standards. These students seem to find difficulty in comprehending when reading in English despite the fact that many strategies and tips were given in order to make their reading comprehension process easier along with different kind of texts. It was also observed that these students only rely their understanding on translation from the dictionary and teacher's guidance. As a result, students do not push their capabilities for finding out their own ways of understanding English texts and to develop learning.

However, I also realized that these same EFL learners were able to understand some English texts when playing video games with no big difficulties. This fact led me to understand that these students may apply their reading strategies in an easier way because of the motivation and liking this current generation of students is supposed to feel when interacting with technology. That is why a survey (see annex A) was carried out on this seventh grade group of students at Institucion educativa Claretiano “Gustavo Torres Parra” about video games and EFL reading. This survey was carried out with the objective to know how these students felt about reading in the English class and the possibility to use video games as tool for improving their reading abilities in the target language.

Through this survey it was found and supported that most of the students consider reading in English difficult. Besides, these students think they do not have enough knowledge or capabilities to deal with English texts and teacher’s assistance is always necessary for comprehending texts in English. Nevertheless, students also answer that they could understand English instructions or text when playing video games in the target language. This specific situation has to do with the current integration of technology in the people’s daily life. Without noticing, technology not only works as entertainment activities only but literacy process too. This phenomenon is called “multimodal literacy” (Jewitt & Kress, 2003). According to Walsh (2010), multimodal literacy refers to “meaning-making that occurs through the reading, viewing, understanding, responding to and producing and interacting with multimedia and digital texts” (p.213). It seems that the participants of this research study are going through this experience when reading in English and playing video games. Somehow, learners’ interaction with English video games helps students to understand what they are reading without knowing much English vocabulary and structure.

This study might reveal that there is a way to bridge the gap between EFL reading motivation, performance, resources and the application of video games as EFL teaching strategies for enhancing reading comprehension strategies with this specific group of students and achieve better national outcomes. Besides, the available literature on video games as educational resources and traditional teaching strategies support to some extent what is happening with this specific group of students.

The Context

The school where the research project was carried out is Institucion educativa Claretiano “Gustavo Torres Parra” which is located in Candido Legizamo neighborhood in Neiva. This neighborhood is an old one and is mainly full of houses and several formal and informal stores like restaurants, drugstores, bars, coffee shops, supermarkets, and a lot of video games stores where most young people spend their free time. Besides, this neighborhood is known because it has different historical public schools in Neiva like INEM, Liceo de Santa Librada, Promocion social and San Miguel Arcangel. Institucion educativa Claretiano has a special characteristic which makes it distinctive from other public schools in the neighborhood and the city. This school is a public one but works on a private building from misioneros Claretinos as this religious community has their own private school in the morning shift in the same building. Claretiato school has two headquarters, one in INEM sede Cándido Legizamo where the primary levels work and the other one in colegio Claretiano (private school) where high school courses are taught. There are 1.200 students in the school and most of them come from a middle socio-economic class which allows students to be owners of new trendy gadgets like smartphones and tablets. As a consequence, students spend most of their free time on chatting, watching online

videos and playing video games on their technological devices which interfere with the students educational goals in positive and negative ways.

Rationale

This study was carried out with the intention to help me as a teacher to look for new teaching strategies which fit better my students' likes and concerns when learning to read in English. Besides, this research process is relevant to me because it helps me to see my students from a different perspective and try to understand the students' role as active agent of the educational process inside the classroom. In this sense, listening sharply to my students' voices is an excellent vehicle for achieving solutions towards the learning problems my students may face. In addition, this study represents to me a possibility to explore the video game field as possible instrument for teaching in the EFL context and enhance reading comprehension strategies specifically.

Also, this research project may influence some other teachers to see technology and video games as alternative tools for teaching and learning reading. This is said because teachers' perception about video games in my school context may be negative. Thus, the results of this research project may change the tendency to avoid video games in the classroom. As result, more motivation and openness to include technology in education as well as learning how to deal with it as teachers could be a positive extra outcome from this study.

Furthermore, a final contribution to my local academic context is to motivate school teachers to do more research. This is an activity which is just starting in primary and secondary levels in my context. It is expected that more research in the field would contribute to improve education in our region a long with the professionalization of teachers as researchers and developers of new teaching strategies based on our own needs. In this sense, better outcomes on

standard tests and social changing could be obtained through looking deeply in our environment for understanding what its needs really are.

Research Question and Objectives

Despite the fact that video games are being used worldwide, most schools have technological devices to work with and young people are keen on technology, the process of integrating video games to language teaching and learning is at initial phase. It is known that video games and technology itself have a great variety of interactive, motivating, contextualized and communicative activities with multimedia content to offer to language teaching. However, this same diversity of technology offered in every sense to any field could be a problem as Bax (2002) explained with the fallacies on technology. It is a must to analyze what we, as language teachers, are able to do with technology, what sort of teaching activities video games really offer and how capable young people really are of using technology.

Furthermore, addressing the application of video games to solve the development problem of reading strategies with this specific group of students in a public school is another experimental process. This is said because there is not enough literature available which supports EFL reading through video games. Consequently, I hope to enhance students' reading strategies through video games in order to make reading comprehension process easier and more appealing to my EFL students, taking into account the intrinsic motivation towards video games learners expressed in the Likert scale survey. According to this information, the research question is:

What reading strategies do English reading lessons based on video games enhance in a seventh grade EFL group of students at Claretiano "Gustavo Torres Parra" in Neiva - Huila?

Research Objectives

Considering the research question, the objectives of this research project are;

General objective.

- To improve the reading comprehension strategies applied by these EFL students when reading in English through video games as language learning environments.

Specific objectives.

- To describe the cognitive and metacognitive reading strategies enhanced when reading and playing video games through some EFL lessons.
- To verify participants' reading comprehension improvement through video games as language learning environments for enhancing reading comprehension strategies.

If these objectives are achieved it might clear the way for a possible approach or methodology for reading comprehension activities through video games where motivation is assumed not to be a problem and students apply different reading strategies for improving reading comprehension. This is said because this virtual context may offer learners more interactive, enjoyable and dynamic instructions that traditional EFL teacher-centered lesson does not have.

Finally, to meet these objectives and have a better view on what process occurs between video games and reading strategies applied by EFL learners, it is necessary to have support from different experiences in different contexts. This literature gives to the research study the possibility to have deep insights into or give new interpretation of different studies related to our own investigation and make our analysis more relevant.

Chapter II. Literature Review

In this featured research study I look into what reading strategies are enhanced through video games as language learning environments for improving reading comprehension. I carry out this investigation based on some data collected from a Likert scale in a seventh grade group of students in a public school.

Consequently, the main theories reviewed to support this research study are essentially about foreign language reading, teaching reading procedures, learning reading strategies and technology as current motivational sources of reading. In this chapter, I present the theoretical foundations that support this proposal along with brief descriptions of research studies on the main constructs associated to EFL reading and technology used as language learning environments.

With this in mind, this chapter seeks to establish support from different literature sources related to the conceptual framework of this research study. This process will help to organize the ideas and make theoretical distinctions which would make this qualitative research study grounded from different experiences in different contexts.

Theoretical Framework

Foreign language reading. According to Mikulecky (2008) reading is the basis of instruction in all aspects of language learning. In this way, the reading role in language learning is very important because through reading learners get information and knowledge from original resources as Marzban and Akbarnejad (2013) stated. Also, reading may improve some other learning skills as Ling (2011) states, “reading is an important skill which is the foundation for the improvement of other skills, such as speaking and writing” (p. 6). Consequently, learning to read in a foreign language has the same level of importance as in the mother tongue. However, the

process of learning to read in a foreign language could be harder for many students due to the fact that learners have to force and apply many skills and strategies for understanding a language which is not natural to them. As Koda (2007) stated, quoted by Manoli and Papadopoulou (2013) “foreign language reading is a complex, multifaceted cognitive skill, which draws in many knowledge sources and processes ranging from lower level processes, such as decoding, to higher level ones involving text comprehension and integration of text ideas with the readers’ prior knowledge” (p. 1). As a result, learning to read in a foreign language is big challenge as it is for foreign language teachers to teach it. First of all, this is said because language teachers have to deal with the work of creating strategies for helping foreign language learners to develop those reading strategies in the foreign language. Besides, teachers always have to bear in mind that no single L2 instructional methodology fits all students (Oxford, 2003).

Teaching reading procedures. Language teachers need to look for new ways of enhancing students’ abilities and motivation. First of all, teachers have to find the appropriate way of presenting their reading activities to the learners in order to achieve students’ attention and motivation into the reading process. That is why Wallace (1998) stated that an appropriate procedure for dealing with reading passages have to be divided in 3 phases. They are categorized as before reading, while reading and after reading. According to Peaty (1998), this procedure categorization of reading exercise embraces different qualities for getting learners engaged into the reading as follows:

Before reading.

1. Stimulating students’ curiosity
 - Students answer questions about the topic.
 - Students predict what they will read

2. Activating relevant schemata
 - Students explore the theme individually
 - Students explore the theme together
3. Explaining the task
 - The teacher explains the goal
 - The teacher explains the conditions
4. Facilitating the task
 - The teacher presents background information
 - The teacher presents key language
 - The teacher explains cultural references

While reading.

1. Reading
 - Sustained silent reading
 - Silent reading of short segments
 - Silent reading of sentences
 - Oral reading
2. Checking comprehension
 - Students answer questions
 - Students take notes
 - Students translate
3. Facilitating comprehension
 - The teacher simplifies
 - The teacher guides

- The teacher explains
- The teacher translate
- Students refer to a gloss

After reading.

- Students summarize
- Students compare several texts
- Students match texts with tittle/pictures/etc
- Students re-sequence scramble texts
- Practicing reading skills
- Practicing other language skills.

Reading comprehension strategies. It is said that developing properly the reading strategies increase students' self-regulation and monitoring because these strategies offer to learners the possibility to be aware of their capabilities as well as deficiencies when carrying out an educational task. This matches with the definition O'Malley and Chamot (1990:1) which stated, "Language learning strategies are the special thoughts and behaviors that individuals use to help them comprehend, learn and retain new information". Then, when these processes are carried out properly in the foreign language classroom, students may have the possibility to work independently and consciously about what their abilities are and how to tackle their learning difficulties.

Now, in terms of learning to read Abbott (2006) defined "reading strategies are the mental operations or comprehension processes that readers select and apply in order to make sense of what they read". (p. 637). With this in mind, it is always necessary to bear in mind these reading strategies as helpful tools when learners face a text in a foreign language. In other words, when

students are able to manage their own ways of learning, the process of decoding a text in English must be easier because learners are facing that text in a conscious manner. Nevertheless, trying to establish specific or unique reading strategies in language learning is difficult to achieve. This is said because there are several authors who describe different reading strategies with their own processes and outcomes. Some of those reading strategies are found and grouped in different literature as the most important but some others do not share that conception. As it is difficult to focus all the attention on a general group of reading strategies because there are different groups from different authors, I decided to work with the reading strategies associated and described by Yukselir (2014) because these reading strategies are more connected to what I have perceived as English teacher with my students. Besides, these strategies are divided in two important groups which can be easily connected to different activities do when reading in English in the foreign language classroom. Thus, the two groups are divided in this way: cognitive and metacognitive strategies.

Cognitive strategies are described “as mental steps or operations that learners use to process both linguistic and sociolinguistic content” (Wenden & Rubin, 1987, p.19). These strategies are used to construct associations between new and existing knowledge of the learners, and they operate on incoming information to enhance learning (O’malley & Chamot, 1990)

Quoted by Yukselir (2014, p. 3). The most prominent cognitive reading strategies are:

- Translation: using L1 as a base for understanding or producing a topic in the target language.
- Grouping: reordering and reclassifying the material to be learned based on common attributes.
- Note taking: writing down the main idea, important points, outline and summary.

- Deduction: consciously applying rules to produce or understand the topic.
- Imagery: relating new knowledge to visual concepts in memory via familiar, easily retrievable visualization, phrases and locations.
- Keyword: remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word and (2) generating easily recalled images of some relationship between the new word and the familiar word.
- Contextualization: placing a word or phrase in a meaningful language sequence.
- Elaboration: relating new information to other concepts in memory.
- Inferencing: using available information to guess meanings of new items, predict outcomes.

The metacognitive strategies are “higher critical thinking skills that help readers achieve awareness of whether they understand a text or not. Through the use of these strategies, learners identify available resources, decide which of these resources are important for the specific task they perform and set specific goals for comprehension” (Yukselir , 2014 p.3). According to Bishop, P. A; Broke, N.; Pflaum, S. W.; Kirsh, N. (2005, p.207-208) quoted by Yukselir (2014) the most prominent metacognitive reading strategies are as follow:

- Imagine, using a variety of senses: this strategy enable readers to visualize the scenes in the texts and refer to their senses to predict the feature of substances.
- Make connections: readers connect their background with the information from the text.

- Analyze text structure: this strategy involves readers to discover the genre and also use some other specific features in the text such as linking devices, table of contents and subheadings.
- Recognize words and understand sentences: it refers to the familiarity with the lexical and grammatical knowledge and contextual cues to understand the sentences.
- Explore inferences: readers are expected to recognize cause and effect relationship by using this strategy.
- Ask questions: readers question themselves for instance on the author's message, or its relationship with the real life.
- Determine important ideas and themes: the introductory and concluding parts are the most important parts that readers need to pay attention in order to determine important ideas and themes.
- Evaluate, summarize and synthesize: this strategy contains the importance of pausing while or after reading to construct meaning.

As can be seen there are many reading strategies which can be identified. This means that there are several possibilities for students to work one specific text depending on their own abilities and preferences. These reading strategies are chosen mainly by students themselves but it does not mean that learners cannot use others or all of these reading strategies. That is why we, as English or foreign language teachers, will always see different results among our students despite the fact applying one teaching methodology or approach. Yet, reading strategies can be developing or enhance by different triggers. These triggers are most of the time key situations or external factors which push learners to use different ways of solving their reading tasks. These

factors most of the time have to do with the motivation created and pedagogical tools used in the classroom.

Technology and video games as current motivational sources of reading. Language teachers have to know how to face the frustration and lack of motivation language learners may feel if they do not achieve their reading comprehension goals from a text which could not be interesting for the students' likes or necessary in the context the students live. Thus, stemming from Guthrie and Davis' (2003) ideas, if reading is well oriented, students will read out of curiosity and pursue their interests with an intrinsic reading motivation. This well oriented process could facilitate the reading learning process of the learners if they feel they are using the language for personal purposes in contexts related to their needs and likes. Besides, this intrinsic motivation would allow learners to work for common goals with a sense of cooperative learning, instead of personal grades (Marzban & Akbarnejad, 2013). However, current learners do not have the same interest in reading spontaneously or in the classical view on printed reading. Young learners nowadays may read the same amount of text elder people used to read for getting information and learning but in different scenarios. In this point is when educational system fails when trying to motivate and test this new generation of students with the tools which were focused on entertainment and learning many years ago. As Prensky (2001) stated, "our students have changed radically, today's students are no longer the people our educational system was designed to teach" (p. 1). This is why new technology, the way people have fun and the tools we use to interact with others have to be implemented as pedagogical tools. This inclusion of technology may students feel they are learning through the paths they walk every single day in their context. This process may become education in a more meaningful activity to today's learners.

Nowadays, digital technologies have a strong impact on different scenarios and there is a reason to believe that in the long run these technologies will have as much impact as on learning and literacy as the printing press had (Warschauer, 2007, p. 42). This is one of the reason why young people have changed the way or the resources from which information through reading is acquired. According to Prensky (2001) this new generation of young learners are called digital native. This generation of students has spent their lives surrounded by and using computers, video games, digital music players, video cams, cell phones, and all other toys and tools of the digital age (Prensky, 2001, p. 1). As a consequence, Warschauer (2004) and Healey (1998) highlight, Young learners read in digital environments like video games which are more related to the students' needs, contexts and personal learning environments. In this way, "reading is not an activity replaced by video games, but rather it is an integral part of what it means to participate, play and read. Gamers regularly read game-related texts such as game reviews, strategy websites, fan fiction, and forum discussion as part of their gameplay" (Steinkuehler, 2011) (p. 4). In this sense, people who play video games are practicing their reading skill very often but on different scenarios. In fact, some researchers have seen this reading activity inspired by video games as possible way to help gamers to become literate. As Gee (2007) looks at videogame play as a process of becoming literate within a semiotic system that provides the situated action and embodied contexts that render related print text meaningful. Then, Steinkuehler (2006) explores gaming communities as discourse communities that provides the necessary sociocultural context for interpreting and understanding print text, Kryzwinska (2006) sees virtual game environments as literary and spatial. With these ideas in mind, we can say that video games can be a rich source of motivation and pedagogical strategies for making young people read more. Having video games as core leisure activities of today's young people,

teachers can find a solution of reading motivation with video games instead of a problem. This is said because “reading is an important (albeit often hidden) component of participation in video game culture” (Steinkuehler, 2011) (p. 4). Now, if we take all this different information of reading through multimedia or technological environments to the language learning field, this could give to language learning beneficial outcomes. As Rost (2002, p. 105) quoted by Macías, Rodríguez & Sánchez (2010) said that teaching through multimodal (video, audio, text, graphics) content may be processed more effectively and be useful in the goal of learning a language. As an example Chapelle (1997) said that through online video games, language learners would be able to work the main ESL theories. For instance regarding Warschauer and Kern’s (2000) ideas, Long’s (1985) interaction theory is supported by the interconnection and interactivity gaming has through internet. This process gives language learners the opportunity to practice the language with people all over the world, especially native people from the target language.

Additionally, due to the fact that these environments are more student-centered than traditional teaching approaches, motivation to practice the target language could increase (Cordova & Lepper, 1996; Ricci, Salas, & Cannon-Bowers, 1996). Moreover, we, as teachers, have to bear in mind that there have been plenty of changes in the way people learn from and interact with the environment. That is why, as Hubbard (2008) stated, “Those big changes require a revolutionary shift across the field of educational methodology” (p. 179). With this idea in mind, teachers have to be the first one to adapt themselves to these changes. This is said because educators are the ones in charge of understanding what is going on around the students, teachers and social context. In this sense, teachers cannot be reluctant to integrate what is trendy among learners because these current social conditions are the mean through students interact with and learn through. In other words, teachers’ scent has not changed too much from what it was in the

past. By this I mean that teachers have always tried to prepare students to face the context they have in front of them. However, this current context has pushed teachers to use some technological implements which were not available 25 years ago when many teachers in Colombia started to teach. In other words, these technological tools are the ones which have created a new perspective on teachers' job. This job consists of teaching a group of people how to be effective users of what they have at their hands and achieve what Bax (2002) called "normalization" in this current technological time. In this case, the idea is to teach to these digital native to be effective technology users with their own learning. However, this could end up as personal and professional challenge to most language teachers everywhere because a big percentage of teachers could be considered as digital immigrants. These digital immigrants are the ones who have been witnesses of evolution in technology and have been pushed to adapt themselves to all technological changes. Thus, if teachers have not kept updating themselves all the time in technological terms, they would end up "struggling to teach a population that speaks an entirely new language", (Prensky, 2001, p. 2). By this I mean that teachers need to explore the new ways where students interact, communicate and have fun. These means of interaction are the current field where students do not only spend their free time but learn by the interaction learners have with their friends and the World Wide Web. Thus, having this idea in mind, teachers could be able to connect their teaching practices with the context where most of the students are more comfortable nowadays. In this way, teachers could say that they are teaching a foreign language through the trendy language among this current generation of learners which is called technology.

Related Researchable Problems Based on Literature

According to Oldfather and Dahl (1994) motivation to read declines in middle school because of traditional teacher-centered environments. These authors claimed this idea from their project with the objective to re-conceptualize motivation in learners from setting students as main agents in social construction for meaning. The authors assert that intrinsic motivation for literacy learning is defied by and originates in the socio-cognitive and affective processes that learners experience as they engage in the social construction of meaning. This conceptual essay was done from two ethnographic studies carried out in language classrooms. The authors found that there are 3 domains of intrinsic motivation for literacy learning: classroom culture, interpersonal and intrapersonal domain. These specific conditions are related to several factors in the EFL classrooms in our context. For instance, most of the students' reading objectives during these traditional lessons are connected to extrinsic motivation goals like grades (Guthrie & Davis, 2003). Besides, this extrinsic motivation ends up in competition rather than cooperation among the students (Guthrie & Davis, 2003) which is a fundamental part to any successful educational process. These authors, Guthrie and Davis, carried out their study with the objective to motivate struggling readers in middle school through an engagement model of classroom practice. In this study, these researchers connect different sources of theory about motivation and who struggling readers are. In this way data was collected through a survey in order to explore what motivates or make learners struggle when reading. After collecting the data and defying what motivation to read is and who the struggle readers are, it was proposed an engagement model which is grounded on six characteristics; (a) knowledge goals, (b) real world interaction, (c) an abundance of interesting texts, (d) support for student choice and self-determination, (e) direct strategy instruction and (f) collaboration support.

Moreover, there are some other problems which affect reading improvement like the lack of resources or the inappropriate use of them in most public schools. In my context, this situation adds extra hurdles in traditional teaching strategies. This is said because these problems do not allow to offer a better context to practice a foreign language in the classroom and do not represent students' needs and realities as Ibañez, Garcia, Galan, Maroto, Morillo and Delgado (2011) mentioned. These authors claimed that the best way to learn a language is when the learner is immersed in an environment where the language is natively spoken. Due to the fact that foreign language teaching most of the time is taught in non-speaking English countries (in the case in English teaching and learning) resources play a key role for improving closing learners to native speakers. With this in mind, the authors' objective was to design a 3d multi-user virtual world for language learning. The authors based their instructional design on the combination of two constructivism learning strategies: situated learning and collaborative learning. Then, through the video game wonderland students were provided with natural text chatting, textual tagging, reading and activities for fostering collaboration. In this way contextualized resources to students were applied. As a result, it was found that 3d open worlds as learning and teaching language resources are meaningful because they set up realistic environments through technological platforms which allow the implementation of sophisticated instructional models within a framework of richer information and cooperation.

These teaching and contextual situations in the EFL classrooms may have connections to the way learners work during the English lessons. That is why technology appears as possible help to improve language teaching and learning. We, as teachers, have to bear in mind that the modern contexts where our students interact, have fun and learn through different technological scenarios is a key point to match our teaching objectives, students' realities and likes for

enhancing motivation. Nevertheless, Turgut and Irgin (2009) gave some problematic results on the view of video games as language teaching strategies. For example, based on the authors' research study, video games are yet seen as entertainment activities only because most of their content is based on commercial or miscellaneous topics which are highly difficult to adapt for educational purposes, despite the fact that video games are highly motivating to young people. However, these authors also found out through a phenomenology research study that young learners spend a lot of time playing video games which are most of the time in English. Thus, the researchers collected data through observations and semi-structured interviews and discovered that it is possible to integrate video games into language teaching curriculum. This is said because video games in English motivate students to learn some vocabulary and language structures in order to interact with the video game. Also, students' awareness was found when these young people were playing video games in English because learners knew beforehand that knowledge of the language was needed for succeeding in the video game.

These research projects show that there may be a possible connection between EFL reading and video games. I claimed this because as it was mentioned earlier reading has become quite a challenge to teach in the mother tongue or foreign language. Students do not read through traditional ways too much. This process of reading has become monotonous and out of context for young people. In fact, nowadays young people interact with text through technology. This condition has led me to consider video games integration as reading exercises with the objective to help my students enhance their reading strategies in order to achieve reading comprehension.

Chapter III. Research Design

This chapter describes the methodological design of the project. Firstly, the type of study used to investigate the research question, then the descriptions of the participants. Then, it focuses on instruments and data collection and concludes with the instructional design of the project

Type of Study

This research study is based on qualitative approach as this process of researching allows creating meaning of a social problem from participants of the problem itself. “Meaning is socially constructed; this is done through participants’ experience and interaction with a phenomenon at a given point in time and in a particular context, along with the multiple meaning this phenomenon has for them” (p. 7) (Heigham & Croker, 2009). In this sense, qualitative approach allowed me to investigate the pedagogical phenomenon happening in my specific context with my EFL learners who had their own personal and social conditions which affect the learners’ educational processes. Besides, this research study was carried out following the principles of the action research methodology. According to Kemmis and McTaggart (1998) the key goals of this research methodology is to be a self-reflective enquiry process carried out by the own participants of the project in order to improve a social or educational practice, as well as their understanding of these practices and the situation in which these practices are carried out. Besides, it is worth saying that through action research teachers have the opportunity to improve their teaching practices and be more aware of what happen with their own teaching methodologies, the context teachers work with and their students. As Burns (2010) said, “one of the main objectives of action research is to identify a “problematic situation” or issue that the participants – who may include teachers, students, managers, administrators or even parents –

consider worth looking into more deeply and systematic” (p. 2). Thus, this systematic process allows teachers to become researchers in practical way for solving local pedagogical problems.

For this research study, the teacher researcher was the permanent English teacher in charge of teaching English as a foreign language to a group of seventh grade EFL students in a public school in Neiva – Huila previously mentioned. Also, this process was conducted by the teacher researcher as a possibility to explore deeper into a problematic educational situation derived from the teacher’s personal experiences during the English lessons, as a result of his self-inquiry about his teaching practice and the difficult reading process this EFL seventh grade group of students expressed they had in the Likert-scale survey.

As a consequence, this research study was carried out following the steps of action research proposed by Burns (2010):

- Planning: in this phase the researcher identified the problem or issue and developed a plan in order to bring about improvements in a specific area of the research context. The problem identified in this case was that these learners had problems when trying to read in English. The grades during the lessons, my observation as their English teacher and students’ answers in the Likert-scale survey support this problem.
- Action: some pedagogical interventions were carefully organized and put them into action over an agreed period of time. In this step, 5 pedagogical interventions were designed based on reading activities through a video game.
- Observation: during this phase data were collected systematically through observation and interviews in order to know the effects of the action plan. These data was transcript in order to know strengths and weaknesses of the interventions.

- Reflection: at this point all the information gathered and effects of the action plan were evaluated and described in order to make sense of what happened and to understand the issue explored more clearly.

Context and Participants

The seventh grade EFL group of students selected for this research study is part of an academic public school in Neiva which do not have emphasis in English or any other specific area of knowledge. This group of students was selected by its English teacher at that time due to the reading problem observed by the teacher in this group and the teacher's intention to find a solution to this issue. Also, this group was selected because it showed great motivation and willingness to work in the English lessons. During the school time which was carried out this research study, the group of students was made up of 35 students whose ages were between 12 and 14 years old and they attended 3 hours of English lessons per week based on a communicative approach mainly. It is important to mention that this group of students had taken the English lessons the previous year with the same English teacher and only 2 students were new in the year when the research study was carried out. Also, it is worth saying that it is expected that this group of students reach a good English level and command of the target language as part of the school and Colombian government policies for having a better bilingual education.

This group of students was characterized by the high degree of motivation throughout this research process. A high percentage of these students considered English as a very important tool for their personal and academic life. Besides, most of these learners were really motivated to use video games for enhancing their English skills. As a result, the research process was well accepted and carried out by these students.

It was informed to this group of students the objectives of the research study in an explicit way. Also, a consent letter (see annex B) was given to the students which was read and signed by the students and parents to confirm their participation in the research process. This was done with the purpose of keeping the compromise of the researcher about anonymity with the information obtained through the different phases of this research study.

Data Gathering Instruments

The instruments selected for collecting data are connected with the qualitative approach applied to this research study. These qualitative instruments can gather data for multiple sources like interviews, observations and documents (Creswell, 2007). During the preliminary stage of the project, some techniques were used to determine a point of departure. These sources of information were empirical observation and Likert scale. Then, in the implementation and evaluation stage data was collected through field notes, focus groups interviews and students artifacts. As a result, the triangulation of different sources of data from a social phenomenon has more valid and coherent results. The instruments used in this research study were applied as follows:

Empirical observation. Through empirical observations (annex C), the teacher could identify some concerns in students' work when there were reading activities in the classroom during the diagnosis stage of this research project. Creswell (2009) claims that "a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site" (p.239) in that sense the teacher-researcher could share with the participants in their real setting to know more about the problematic situation. This process was based on non-participant observation technique and was applied in the diagnosis stage of this research study. Besides, the information collected helped me as a point of departure in my project.

Survey (Likert scale). This survey (See annex D) was applied during the diagnosis phase in order to explore what the students feel and do when reading in English during the English lesson through traditional methodologies and resources. Also, through this survey it was explored the perceptions and feelings the students have when they have to play video games which are in English. As Scheuren (2004) stated, a survey helps researchers to gather information from a sample of individuals. This survey was given to every student in order to have a general outcome on students' views about the research topic. As a result, this survey helped the researcher to unveil briefly how these EFL students felt and thought when reading in English and playing video games. Besides, decisions were made for tackling this issue in the foreign language classroom like planning the pedagogical interventions.

Field notes. They were used in every intervention section as part of the implementation stage of this research study (See annex E). The objective of these field notes were to collect information about the interaction or situations which took place while the students were reading the quest and playing the video game. In this sense, this research tool was used as Newbury (2001) stated, "field notes can be used as an objective record of observations made in a particular setting" (p. 3). These field notes were based on non-participant observation technique. This process enables researchers to observe participants without actively participating (Liu & Maitlis, 2010). The field notes were filled with key situations which took place during the pre, while and post reading activities. No specific students were observed but different students at random in different moments of quests. After writing the observations, they were transcript to ATLAS.TI.

Focus group interviews. The objective of these interviews (See annex F) was to collect information about the students' thoughts, perceptions and reflections after participating in every single English lesson based on a video game with the purpose of enhancing EFL reading

strategies and improve reading comprehension. This tool was applied in the intervention section of this research study. As Escobar and Bonilla (2010) said, the main objective of these focus groups interviews are to make participants' attitudes, feelings, believes, experiences and reactions arise. Besides, with the information collected through the interviews, the field notes and students' artifacts, the data analysis had more validity. This is said because through this interview I heard the students' voices about how they felt when learning English through videogames. As a result, the information was not subjective but objective through the students' experiences. These interviews were applied after every intervention was over as part of the implementation stage of this research project. 5 different students were selected randomly each time for applying these interviews. The interviews were recorded and then transcript to ATLAS.TI.

Students' artifacts. The objective of students' artifacts (See annex G) was to check students' final products of what they read in the quest and played in the video game. This process was carried out through video recordings of the gameplay. This with the objective to see in detail what they did while playing and reading so that creating their products. These products were the succeed quests of the video game captured in the computer. This tool was applied during the while-reading part of the intervention as part of the implementation stage of this study. In this sense, this research tool was used as an authentic material worked by the participants in order to observe the students personal process after playing in the video game. As Womack (2008) defined, "an authentic artifact refers to those items used in the classroom that are in daily used by the target culture or cultures" (p. 12). Besides, this procedure helped to relate the data with the other instruments, had more objective results and looked for different reading strategies improvement.

Validation of the Data Collection Instruments

These data collection instruments were validated by piloting the instruments with the students. According to Monette, D., Sullivan, T. and DeJong, C. (2002) piloting is “a small scale trial run of all of the processes planned for use in the main study” (p. 9). I piloted these instruments in one English language session at my place work. Through this piloting I could check that these instruments were appropriate for carrying out my data collection. This is said because students were not afraid of being observed for academic purposes or being interviewed and record. Students acted naturally when I was writing the field notes or recording them in video or audio. Besides, piloting allowed me to see some technical issues related to video and audio recording along with computer technical specifications for installing and running the video game I decided to use for my intervention.

Instructional Design

In this chapter, I describe the pedagogical intervention based on 5 video game quests done through the taxonomy of procedures for teaching EFL reading stated by Peaty. Through this intervention I obtained significant data about the reading strategies used by EFL learners through video game lessons as language learning environments for improving reading comprehension. As I mention in the previous chapters, the main problem presented when low EFL learners from seventh grade in my English lessons is that students find difficult to comprehend English texts, despite teacher’s support though different topics and strategies. Students felt teacher-dependent and low motivated when reading in English. The pedagogical intervention presented below was planned to offer reading lessons though video games as an alternative language learning environments for exploring what EFL reading comprehension strategies are enhanced and improve reading comprehension.

In the following sections, I present the theoretical foundations that support my visions of language, learning, technology and teaching EFL reading procedures. Besides, the description of the learning activities I implemented to explore what reading strategies are enhanced when reading through video games is also presented.

Vision of language. Having a clear definition about what language is as a language teacher may define the way you like to teach and share language knowledge to your students. Also, establishing your own criteria about what language means would represent the goals you would like your students reach.

In this research project language is a tool for communication. As Nunan (1999) stated, language is a mean of expression, through language human beings interact, express opinions, culture, perspectives, points of view etc. language allow people transferred social knowledge, customs and ways of living and perceiving the world. As a result, meaning has to be first goal when using any language in any context. In this sense, language teaching needs to be consequent with this ideology and be “thought as a tool for communication rather than as set of phonological, grammatical and lexical items to be memorized” (p. 7) (Nunan, 2004). The learning activities implemented in the pedagogical intervention were design to help students see reading in English as a practical tool for carrying out everyday activities like playing video games while learning the target language and having fun.

Vision of learning. The perspective of learning in this research project is learning as a process that occurs through the comprehensible input learners receive. Krashen (1982) states, we acquire more language only when we are exposed to comprehensible input. In other words, when learners are exposed to language that contains structures which are a little beyond our level of competence (A+1), but which is comprehensible through our use of context, our knowledge of

the world, and other extra linguistics cues directed to us. As a result, learners go for meaning first and at the same time acquire structure as well (Krashen, 1982).

Due to the fact that in this research project learning activities were designed to enhance reading strategies and comprehension through different interesting, motivational and contextualized sources of input in a beginner group of EFL learners, this pedagogical intervention matches with classroom implications Krashen said to be necessary for being consistent with this theory. The following implications are stated by Omaggio (2000). Among these implications are:

1. The main function of the classroom may be to provide comprehensible input in an environment conducive to a low affective filter (high motivation, low anxiety).
2. The classroom is more useful for beginners, who cannot easily utilize the informal environment for input. That is, it is useful for foreign language students who do not have input sources outside of class or those whose competence is low, that they are unable to understand the language of the outside world.
3. The requirements for optimal input are that it be (a) comprehensible, (b) interesting and relevant, (c) not grammatically sequenced (d) provided in sufficient quantity to supply $I + 1$, and (e) delivered in an environment where students are “off the defensive”

According to this, the input received by learners through the video game quests designed by EFL teaching reading taxonomy increased students' motivation to read in English and apply personal reading strategies for understanding a foreign language. In this sense, participants may push themselves for going beyond of their level of competence in the target language.

Vision of technology. In this research project technology is seen as a contextualized tool for young learners which may encourage language learning development. According to Prensky

(2001) “our students have changed radically, today’s students are no longer the people our educational system was designed to teach” (p. 1) and now the current generation of students are called digital natives. That is why technology in this project is the vehicle for moving language learners beyond their competence through the interaction technology offers. According to Kern (2006) technology as medium provides sites for interpersonal communication, multimedia publication, distance learning, community participation and identity formation. During the development of the learning activities, technology was used as tool for students to connect the language they were using with multimedia content. As a result, the input was more comprehensible for students.

The technological tool used for increasing input comprehension among students was a video game called Starcraft. Through this tool, students connect the readings with multimedia content which helped them to complete their assigned tasks.

Taxonomy of Procedures for Teaching EFL Reading. Wallace (1998) stated that an appropriate procedure for dealing with reading passages have to be divided in 3 phases. They are categorized as before reading, while reading and after reading. According to Peaty (1998), this procedure categorization of reading exercise embraces different qualities for getting learners engaged into the reading as follows:

Before reading.

1. Stimulating students’ curiosity
 - Students answer questions about the topic.
 - Students predict what they will read
2. Activating relevant schemata
 - Students explore the theme individually

- Students explore the theme together
3. Explaining the task
 - The teacher explains the goal
 - The teacher explains the conditions
 4. Facilitating the task
 - The teacher presents background information
 - The teacher presents key language
 - The teacher explains cultural references

While reading.

1. Reading
 - Sustained silent reading
 - Silent reading of short segments
 - Silent reading of sentences
 - Oral reading
2. Checking comprehension
 - Students answer questions
 - Students take notes
 - Students translate
3. Facilitating comprehension
 - The teacher simplifies
 - The teacher guides
 - The teacher explains
 - The teacher translate

- Students refer to a gloss

After reading.

- Students summarize
- Students compare several texts
- Students match texts with title/pictures/etc
- Students re-sequence scramble texts
- Practicing reading skills
- Practicing other language skills

All these characteristics were taken into account when I was designing the reading activities. I always kept in mind that more student-centered activities were needed for improving or enhancing learners' reading strategies and achieve comprehension. Students needed activities which offer readings activities based on their current contexts and likes. As a result, learners could read English texts in order to really get meaning for something they may consider important, instead of reading for decoding some words, sentences and structures.

Pedagogical Objectives

The pedagogical implementation was designed in 5 reading activities which had the following pedagogical objectives:

- To enhance reading strategies through learners' personal experience.
- To promote reading comprehension through real-world learners' activities like video gaming.
- To provide reading activities which students may find meaningful rather than mandatory.

The starting point was a need analysis activity whose results helped me to design 5 pedagogical reading lessons. Then, the reading procedures were categorized according to Wallace (1992). With the aim to improve my students' reading comprehension by enhancing their reading strategies through video game, a pedagogical intervention was designed and applied with this seventh grade group of EFL learners. This pedagogical intervention consisted on qualitative and action research study in which learners were set in 5 English language reading lessons based on a video game called "Starcraft". This with the objective to see whether the motivation this current generation of young learners feels to video games, helps students' reading strategies to be enhanced while playing the video game and reading the quests. In this sense, it was expected that through these interventions my EFL learners improve their reading comprehension strategies. The learners' personal ideas and experiences were of paramount importance in the planning and further implementation of the interventions. Students were asked about their personal point of view about reading in English, motivation, EFL teaching materials and experiences with video games in English.

Stages of the Research

Diagnosis stage. The first data was provided by Likert scale survey with the seventh grade group of students already mentioned in the statement of the problem. This survey was carried out with the objective to know how these students feel about reading in the English class and the possibility to use video games as tool for improving their reading abilities in the target language. Once the information was collected, the researcher teacher analyzed the data by giving percentage to every question with its specific answer. The following sample shows how many students picked each answer:

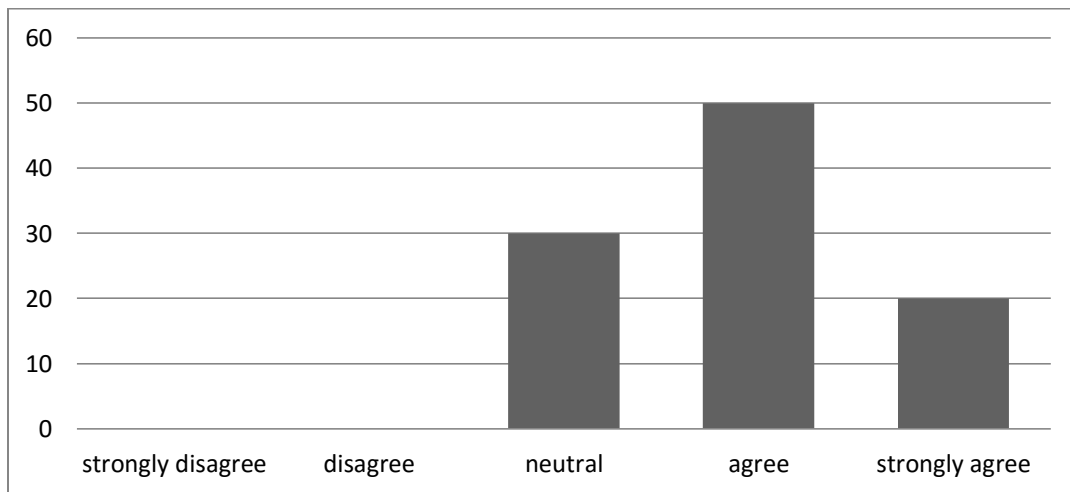
Chart 1. Survey applied to students

En la clase de Ingles	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
1. Leer en inglés es difícil			10 Sts	18 Sts	7 Sts
2. Mi motivación hacia la lectura en inglés es baja		5 Sts	10 Sts	12 Sts	8 Sts
3. Los materiales de lectura son motivantes para mí.	6 Sts	10 Sts	5 Sts	10 Sts	4 Sts
4. Es siempre necesaria la ayuda del profesor para comprender los textos en inglés.			5 Sts	20 Sts	10 Sts
5. Considero los juegos de video como una opción para aprender Inglés	3 Sts	2 Sts	9 Sts	7 Sts	14 Sts
6. En los juegos de video en ingles me siento motivado a entender lo que leo.		2 Sts	12 Sts	15 Sts	6 Sts
7. los juegos de video hacen la lectura más atractiva		5 Sts	8 Sts	20 Sts	2 Sts
8. Leo solo para alcanzar buenas notas.		3 Sts		22 Sts	10 Sts
9. Uso diferentes métodos de aprendizaje los cuales me ayudan a mejorar mi nivel de inglés.	12 Sts	8 Sts	7 Sts	6 Sts	2 Sts
10. Creo que la tecnología puede hacer la clase de inglés más atractiva.				12 Sts	23 Sts

Sts: students

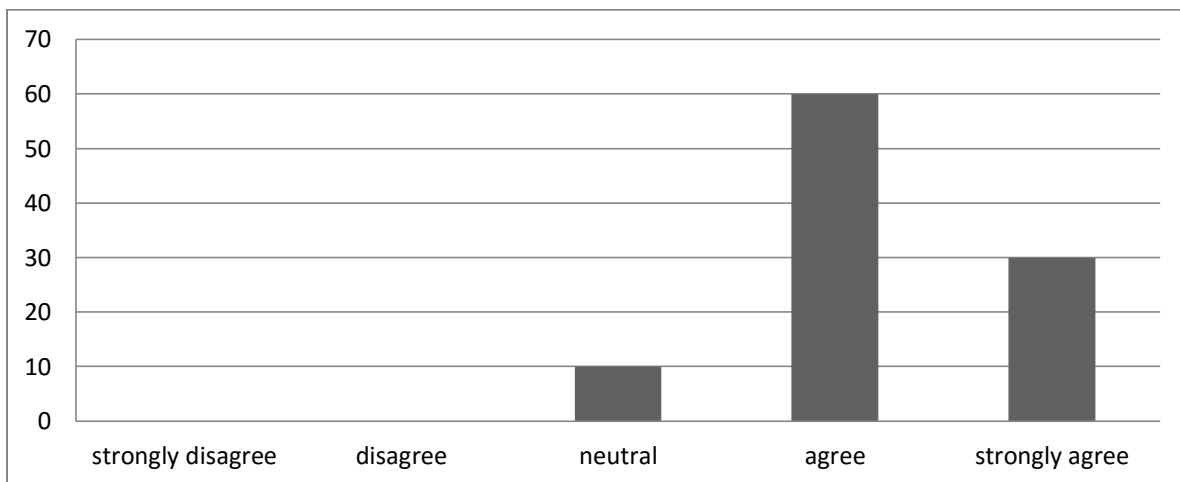
Some of the most relevant results are that most of the students found difficult to read in English (Graph 1) despite using several methods for improving reading in the classroom. Besides, the students' motivation or need for reading in English was not enough for improving their reading comprehension abilities. However, it was also found that video games in English are part of the students' daily activities.

Graph 1. Reading in English is difficult



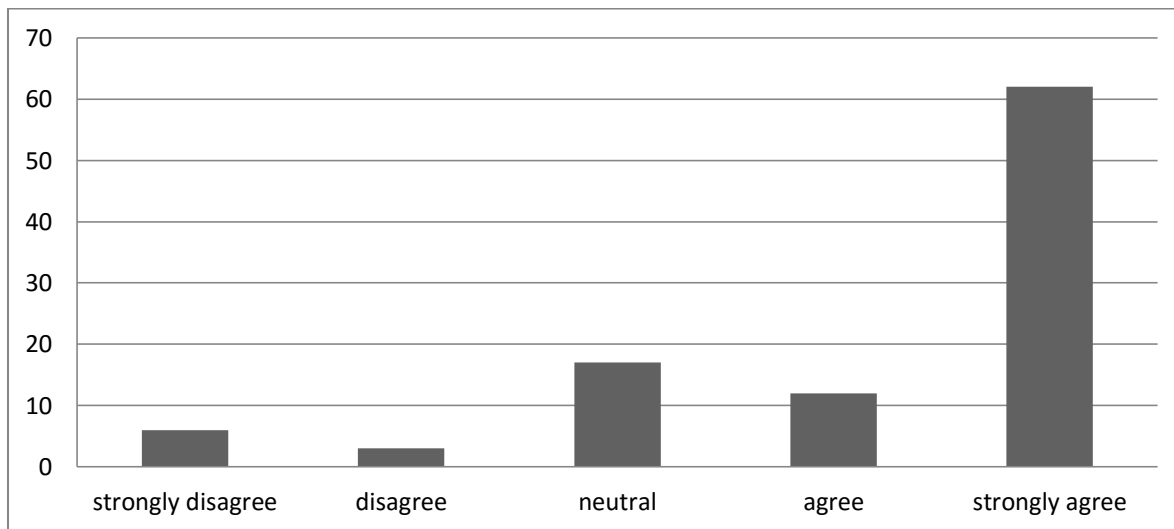
Also, it was found that students need the teacher’s assistance all the time when reading in English (Graph 2). Learners consider reading in English a difficult task and they think they do not have enough knowledge to understand the main points of an English text.

Graph 2. Teacher’s assistance is necessary all the time to understand English texts.



Besides, students were asked if they perceive video games as a tool for learning English and interact with the language. As a result, it can be seen that most of the students agree with the idea that video games are a possible mechanism towards improving language learning.

Graph °3. Video games as an option to learn English.



It must be highlighted from this survey that these EFL learners feel that their motivation to read in English declines when students face reading in books and handouts. This lack of motivation may be linked to the low performance and interest this group of students expresses when reading in the foreign language. Besides, students state that reading in the foreign language becomes difficult without the teacher's assistant because they are not able to transfer all the words they are decoding into a mental picture which would help students to get better understanding. This is said because according to the students, traditional resources are not as interactive as new technology students are used to work nowadays. For instance, through videos or multimedia content, students are able to read and identify characters, expressions, feelings, discourses and settings because they are displayed with motion. Thus, these technological qualities appear to be appealing to this generation of students and connect with the motivation students feel when reading in English through video games. Stemming from the interviewed students, they argue that playing video games somehow forces students to understand some vocabulary from the video game in order to control the game or meet the objectives of the video game. This leads students to develop their reading strategies in order to read in English through

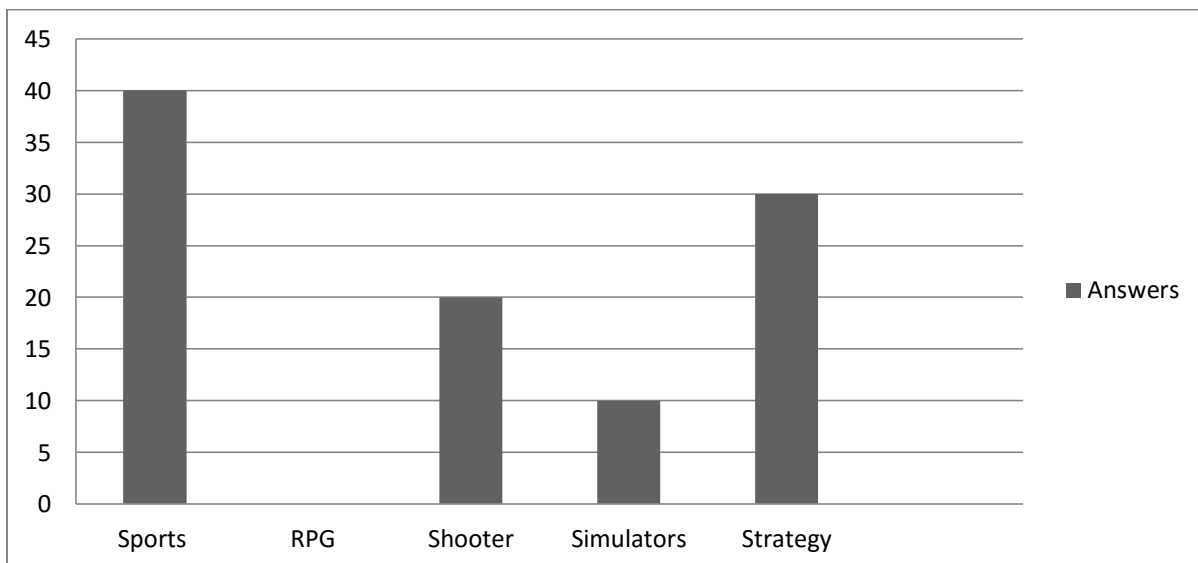
resources which are part of the students' likes and daily activities. As a result, it was decided to apply video games as language teaching environments for enhancing reading strategies and improving reading comprehension in these EFL learners.

Implementation stage

First cycle

Planning. Taking into account these results, it was decided to start working on English lesson plans based on a specific video game which embodies the possibility to apply reading skills and have fun while working on the video game. The next step was to ask students what kind of video games they like the most. From a wide variety of video game types, most of the students selected sports types (Graph 4).

Graph 4. What types of video games do you like the most?



However, the video game chosen for this research study was in the second category students liked the most. This selection of the video game was done in this way because sports video games do not offer extensive readings for designing lesson plans on reading development. Besides, the technological resources the school counts on did not have enough technical

specifications for the kind of video games the students were demanding. In this sense, a video game based on strategy was selected because it allows me to create reading activities based on quests, it could possibly motivate learners to play and understand what the video game is about in a foreign language.

After this result, the video game called “Starcraft” was chosen because I figured out that this video game suited the technological issues of the school, the likes of a big percentage of students and allowed me to plan the quest in a better pedagogical way. Then, an action plan was designed with an introductory presentation (see annex H) which explains and highlights how some reading strategies work while reading in a foreign language. In the same way, the action plan included the design and application of 5 reading English lessons based on a video game quests (see annexes I, J, K, L, M). These lessons were designed for identifying what reading strategies these students used while playing video games in English in order to comprehend easier English texts. Moreover, the description of the reading strategies used by the students while playing video games may help language teachers to see video games as option to improve reading comprehension problems in the EFL classroom.

Thus, bearing in mind the preferences and needs of the students, the technological resources the school offers and my personal point of view as a language teacher, the action plan was designed. This action research process was implemented in two cycles in order to evaluate what happened in the first cycle and improve its difficulties in the second cycle. The activities planned for answering the research question are showed in the following chart:

Chart 2. Action plan

Time	Action
	First cycle implementation activities

	Activity	Objectives	Materials
First week	Workshop: reading strategies in English. (cognitive strategies and metacognitive strategies)	To make students aware of what the reading strategies are and how they work while reading in English.	<ol style="list-style-type: none"> 1. Power point presentation about cognitive and metacognitive reading strategies. 2. Handout: reading puzzle 3. Power point presentation Rosaura on bicycle.
Second week	Quest 1: Tutorial. Boot camp	To make students read some instructions or "QUEST" which have to be carried out in a video game called "StarCraft" in order to show good performance on reading comprehension	<ol style="list-style-type: none"> 1. Video clip or trailer of Starcraft. 2. Power point presentation about characters of the video game. 3. Computers/video game 4. handout: Extra reading comprehension activity. Read and match sentences with scenes from the gameplay.
Third week	Quest 2: Wasteland	To make students read some instructions or "QUEST" which have to be carried out in a video game called "StarCraft" in order to show good performance on reading comprehension	<ol style="list-style-type: none"> 1. Video clip about the Starcraft history 2. Handout: matching exercise 3. Computer/video game 4. Handout: extra reading comprehension activity. Read and organize a short paragraph.
Fourth week	Cuestionario sobre percepción de las actividades	To know students' thought about the first two lessons based on video games and make improvements for the second cycle	<ol style="list-style-type: none"> 1. Handout survey
Second cycle implementation activities			
Fifth week	Quest 3: Backwater station	To make students read some instructions or "QUEST" which have	<ol style="list-style-type: none"> 1. printed pictures: key vocabulary from the video game.

		to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension	2. Computer/video game 3. Handout: extra reading comprehension activity. Read, comprehend and draw.
Sixth week	Quest 4: Desperate alliance	To make students read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension	1. Handout: pre-reading activity. Read and draw. 2. Computer/video game 3. Handout: extra reading comprehension activity. True or false exercise.
Seventh week	Quest 5: Revolution	To make students read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension	1. printed pictures. Vocabulary from the video game. 2. Computer/video game. 3. Handout: extra reading comprehension activity. Answer a questionnaire.

In order to meet the objectives of this project, 5 intervention lessons were designed based on video game quests for improving reading comprehension. These quests were included as while reading activities of 5 reading lessons created for this phase of the project. The 5 reading lessons were divided in pre, while and post reading sections as Peaty (1998) stated. In the pre-reading section students were presented vocabulary and motivational activities as warm up activities for getting students engaged into the lessons. During the while-reading part, students had to read a quest in a worksheet and complete the quest in the video game called “Starcraft”. In the post-reading part, students had to answer some reading comprehension questions according to the quest. These questions were based on their level according to Colombian Bilingual standards. All 5 pedagogical interventions were designed based on Peaty (1998) reading procedures because I

wanted the readings to have phases where students felt comfortable when tackling the tasks. In this sense, I could create an atmosphere similar to casual experiences students may have when playing a video game. Thus, no extra hurdles, different exercises or higher difficulty when reading were added to the activities in order to make students feel they were only reading for playing the video game in a linear way. Thus, after every intervention I could explore whether the students improve their reading comprehension ability doing similar reading exercises through the video game quests and what reading strategies they used for achieving that comprehension goal.

In the first step, a workshop was applied where students had the opportunity to know what the reading strategies are and how they work while reading in English. Through this activity learners identified what reading strategies they used before the intervention. Also, some other short reading activities were done which helped students realize how different reading strategies can be used in different moments while reading.

The second step was the implementation of the reading lessons which had the same structure and objectives in every lesson in order to check improvement in reading comprehension strategies through this reading process based on video game quests. These reading lessons were quest 1: tutorial Boot camp and quest 2: wasteland. These reading lessons were designed based on Peaty's taxonomy for teaching EFL reading. In the pre-reading section, students went through a process of warming up activities where learners could activate previous knowledge, ask questions, predict goals, explore the topic and get information of the main activity. Then, in the while reading part of the lessons, learners had the opportunity to read freely and used their personal reading strategies supported by the video game. Lastly, in the post-reading section participants did two different reading exercises based on matching texts with images and organizing some text passages from the quest.

After the second lesson based on video games as language learning environments for enhancing reading comprehension strategies was done, the seventh grade students answered the students' survey "cuestionario sobre percepciones del primer ciclo" (annex N). The objective of this survey was to know the perceptions and suggestions these students had about the implementation of the two first lessons (Tutorial, Boot camp and Wasteland). Knowing the students' perceptions and suggestions, changes could be done for the last three lessons in the agenda. Among the students' suggestions at this point of the research study, it was highlighted the following comments from the students: (a) to make the time of the lessons longer because time may not be enough for completing all the activities, (b) to get laptops technical specifications improved, (c) to have internet access for using online dictionaries or look for specific information, (d) to improve classroom conditions and (e) to make level quests a little more easier. Most of these suggestions were also observed and analyzed by the teacher researcher. Thus, some of them were taking into account into the design and implementation of the last three lessons. However, some other suggestions had to do with technical technological issues and classroom settings which were out of reach for the teacher researcher.

Observation. In order to hear what students experienced throughout after every pedagogical lesson, focus group interviews was carried out with the objective to know the implication the video game had on the students' reading comprehension strategies. This interview was done through a focus group interview with different students every time. The number of students per interview was 5 because I thought this amount of people per interview was enough. This is said because the average students' age is 12 years old and these students might have felt intimidated by the record in a smaller group. On the other way, a bigger group would have been difficult to control and focus the students on what they had to answer.

Besides, a field note document was handled throughout every lesson with the intention to write down every important detail related to the way learners read and understand the quest through the video game. These field notes were not only written with the teacher researcher's observations. Every lesson was recorded with some students playing and reading with the objective to support the researcher's perceptions of the lessons.

As a final tool for collecting information, students' artifacts were taken from some video tapes carried out while students were playing in the video game. These video tapes helped as a way to spot students' comprehension strategies of the quest and their final products. These products were the achievement of the quests in the video game. Furthermore, these artifacts were linked to the reading strategies used and developed by the students while playing Starcraft and trying to complete the quest.

Reflection. This section is presented as part of data analysis and findings chapter due to this reflection process needed the analysis of all data collected and transcript. Besides, all data collected was gathered and analyzed as a mean for finding communalities throughout the different instruments used in the implementation phase of the research project. After that, findings are also presented in connection with the research objectives established

Second cycle of the implementation

Planning. After analyzing what changes needed to be done on the second cycle, 3 more reading lessons were applied. These final reading activities followed the same structure of the first two reading activities. The only significant difference was the reading exercise students had to do in the post-reading part. For instance, in lesson 3 participants had to read some passages from the quest and draw the situation in every passage. In lesson 4, students had to read some sentences from the quest and write true or false. In lesson 5, learners needed to answer some

closed questions according to what they read in the quest. In this sense, According to students' answers in the previous survey, learners only needed more time and better classroom and technological conditions. Time could be fixed but the technological issues were out of my reach. Then, in terms of the reading level I decided to keep it the same. The level was in accordance with Colombian standards and I considered students only needed more time and practice with quests. Thus, the last 3 reading activities were carried out following the same principles stated by Peaty in his taxonomy for teaching EFL reading.

Action. The last three lessons were applied following the same structure and objectives included in the implementation activities chart. This was done in this way because students did not express any concern with the lessons themselves. That is why the structure, methodology and objectives of the lessons kept the same in this cycle. The last three lessons were; quest 3 backwater station, quest 4 desperate alliance and quest 5 revolution.

Observation. The instruments used in the first cycle of the implementation were used in this cycle in the same way with the same objectives. This was done in this way because these instruments helped to collect the data needed for answering the question of this research study through different sources. The instruments used were focus group interview, field notes and students' artifacts.

Reflection. This section is one again presented as part of data analysis and findings chapter due to this reflection process needed the analysis of all data collected and transcript. Then, all data was gathered and analyzed with the objective to find communalities in the data gathered through the 3 different data collection instruments.

Chapter IV. Data Analysis and Findings

Along this chapter, I am going to present in detail the process I followed to reduce and to code data. I also present the categories and subcategories that arose during the data analysis procedure along with the findings revealed in the analysis of the data.

Data Analysis Approach

As I stated previously the main objectives of this research are to identify the reading strategies enhanced through video games reading lessons and describe these reading strategies used by students in this learning environments for improving reading comprehension. Therefore, the sources of data this research study were field notes taken throughout every intervention but making emphasis on the while-reading section of every lesson. Audio recordings extracted from focus group interviews in which students expressed their opinions about their experience in the video game based reading activities. Also, students' artifacts were collected through some video tapes and then transcript. The artifacts showed me the process some students went through for creating their reading products which were completing the quests. These artifacts were individual and spontaneous students' expression while carrying out the tasks.

The data analysis of this research study was based on the content analysis techniques. According to Krippendorff (1969), content analysis is "the use of replicable and valid method for making specific inferences from text to other properties of the source" (p.103). This means that by grouping different sources of data, inferences were made in order to see what categories emerged and matched the research objectives of this study.

Data Analysis Procedure

The structure of the data analysis procedure was done through transcription of all sources of data to Words documents. These documents were labeled according to their data gathering

instrument and number of the lesson, example (field note 001). Then, all these documents were associated to the software called ATLAS.TI. ATLAS.TI is a workbench for the qualitative analysis of large bodies of textual, graphical, audio or video data. It offers a variety of tools for accomplishing the tasks associated with any systematic approach to unstructured data. This software helps us to explore the complex phenomena hidden in your data (ATLAS.TI software 6.2/help, 2010). This process allowed me to find communalities among the different data collected through different instruments in an easier way. This software offers an interface which let researchers create categories and subcategories from the qualitative data by means of creating codes from the data I considered relevant to my study. This coding process is called open coding. Creswell (1998) states, open coding consists on labeling concepts, defining and developing categories based on their properties and dimensions. This process was carried out by marking sections in which I identified patterns of reading strategies from the 3 instruments used (field notes, focus group interviews and students' artifacts) and coded it with words that reflected the actions carried out during the while-reading section of the lesson.

After completing open coding, the next step was axial coding. Axial coding has the objective to synthesize, and organize large amount of data and resembling them in new ways of open coding (Creswell, 1998). Here, I analyzed the codes to look for connections among the codes and grouped them into categories and subcategories. Open and axial coding was done on ATLAS.TI (see annex O) directly due to the fact that this software organizes and saves automatically this information.

Findings

This research study's purpose was to improve the reading strategies used by my EFL students when reading in English and playing video games. In regards to the first objective, the data analyzed led to group the findings into two categories which are called: cognitive strategies and metacognitive strategies. The first objective of this research project is:

- To describe how these EFL students use cognitive and metacognitive reading strategies when reading and playing video games through some EFL lessons

The findings related to the first objective are:

The result of this analysis process is the identification of the reading strategies used by these participants when reading in English through video games. As a result, it was identified that most of the participants used many of the reading strategies grouped by Yukselir (2014, p. 3) as cognitive strategies in order to achieve comprehension when reading. The following graphs show the categories and subcategories created from the analysis of the data:

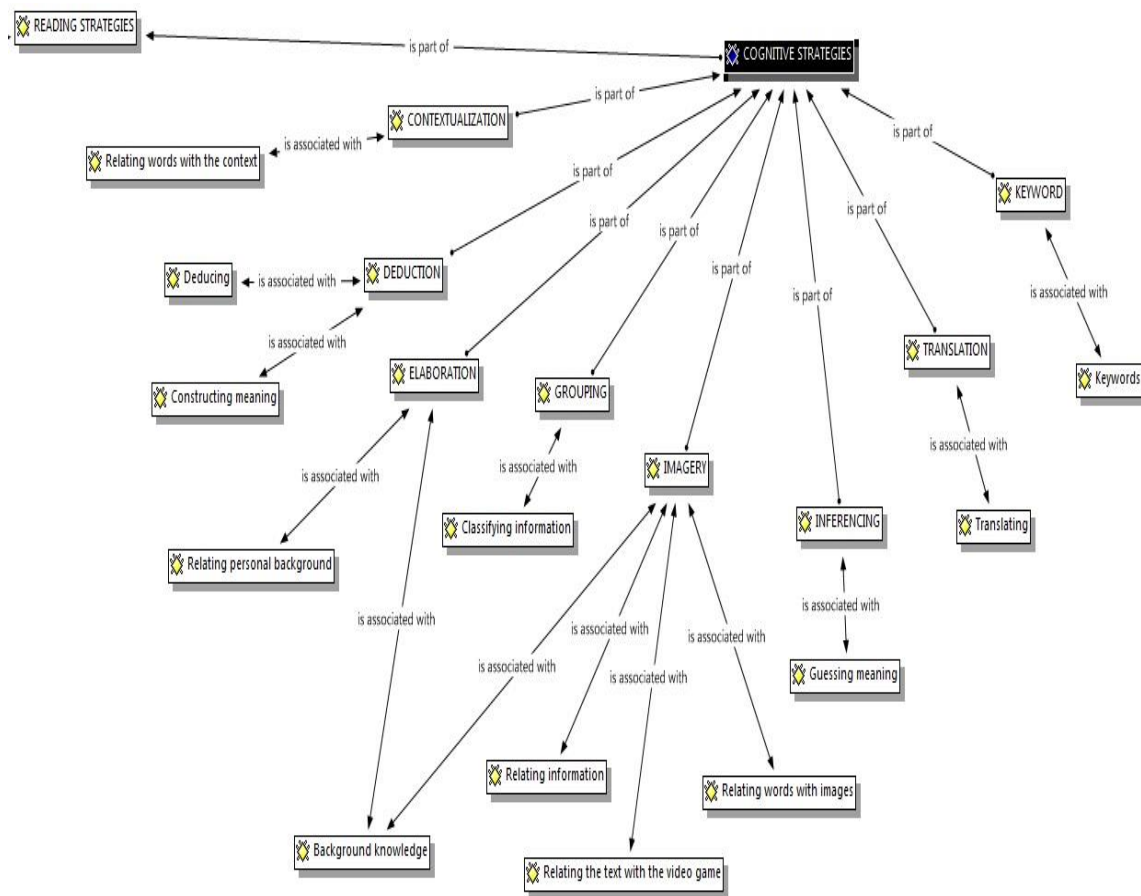
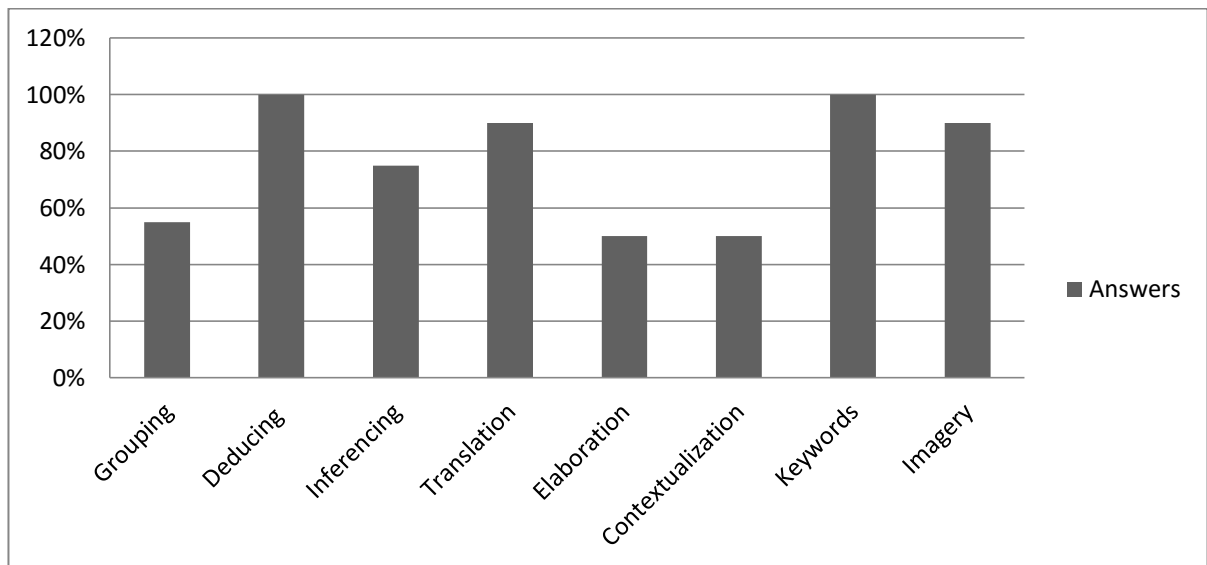


Figure 1. Cognitive reading strategies enhanced through video games while playing and reading in English. Taken from ATLAS.TI

Through this process, it could be observed that many students used several cognitive reading strategies for understanding the text and achieving the goals in the video game. Analyzing the total of 25 Participants observed and interviewed through all the process, they used these cognitive reading strategies as follows in Graph 5:

Graph 5. Percentage of cognitive reading strategies used by students



The interaction this video game offered to the participants helped them to activate different cognitive reading strategies and go through the reading in a more dynamic and easier way as will be demonstrated below. This situation is connected with Guthrie and Davis (2003) research study about what motivate students to read. According to Guthrie and Davis, one key point for motivating learners to read is the real world interaction readers must have when reading. Thus, to most of my participants video games are part of their everyday social interaction. This event makes the process of reading more appealing to their real interests and likes.

Through the triangulation of the data, two main categories were created. The first one is called cognitive reading strategies which has to do with mental steps or operations that learners use to process both linguistic and sociolinguistic content” (Wenden & Rubin, 1987, p.19). These strategies are used to construct associations between new and existing knowledge of the learners, and they operate on incoming information to enhance learning (O’malley & Chamot, 1990). Then, some subcategories arose from this cognitive category when participants read in English through video games. The subcategories are:

Translation

Some participants used their mother tongue while reading in English and playing with the video game for achieving comprehension of quest. These students tried to look for Spanish-like words or read in Spanish from the English text. For instance, the following excerpts from field note shows this process.

“Student 4 found words which look like in Spanish in the video game and the quest. She said that she found words which look like in Spanish. For example, click, move, marines, Command center” (field note 001).

Also, students’ responses support this translation process during the gameplay.

Student 5 said in an interview that “algunas palabras que ya se en ingles iba traduciendo las palabras y formando las palabras en español para poder saber que era lo que tenía que hacer en la misión” (students’ interview 002).

Moreover, most students during the first Reading lesson based on video game quests read in Spanish directly from the English text. Participants tried to comprehend the English text through their mother tongue only.

Student 1: “Buenos días soldado, yo soy el comandante y vengo a darte las instrucciones de la misión. El final objetivo es crear un Terran CSV. Has click en el botón terran, command center, then click on build” (students’ artifacts 001)

Grouping

Some participants reordered the information to be learnt based on common attributes learners found between the reading and the interaction with the video game. For example, in the following excerpts it can be seen that one student tried to organize and use some words he thought he could get meaning from the video game:

“Student 3 tried to read and look for common words in the video game in order to relate the reading with the commands and interaction with the video game (field note 001).

During the interview, one student answered that he could organize words by communalities he found with the video game.

Student 2 said that “unia palabras con otras y eso creaba patrones que en el juego reaccionaban positivamente” (students’ interview 001).

Deduction

Some students consciously applied rules to understand the text while playing with the video game. For instance, learners established an organized strategy for understanding some words, expressions or sentences. These participants played the video game first and then tried to match what they did in the video game with the reading. This reading strategy allowed student to deduce meaning from the text through the interaction with the video game. The following excerpts support this strategy students used:

“One of these students said it was easy for him to identify what he does in the video game with the words he gets from the reading” (field note 002).

“Besides, through the reading they associated a timer which appeared in the top of the screen with an instruction which warned them with a dead line for being prepare for a huge attack from the enemy” (field note 004).

As the following answer show, students recognized they had a rule for understanding meaning from the text. They played first and then deduced meaning from the text.

Student 2 said that “mirando el juego y las palabras asimilaba los métodos del juego” (students’ interview 001).

Also, the following excerpt expresses how students deduced information and meaning while reading and playing the video game. Students understood the characters' role by the action they do in the video game. In this sense, participants could understand what the objectives of the mission were and accomplish the quest.

Student 3: “un Terran scv es para crear refinery pero no tenemos minerales. Mientras tanto mandemos uno a recoger minerales y el otro dejémoslo hay mientras tenemos más terreno. Pase con los soldados por el lado para encontrarnos con los morados. Hay otro equipo morado para matar más rápido a los zergs” (students' artifacts 003).

Imagery

Some participants stated that they were able to relate new knowledge from the reading to visual concepts they have in memory like previous gameplay commands from other video games. For instance, the following excerpts show how participants used their visual information from previous knowledge:

“Student 1 said that Reading in the quest was easy for him to understand because he has already played some other video games like the one used in the quest” (field note 001).

Besides, when participants were asked about the effect of the video game for understanding the reading, student 4 said that:

“yo creo que es muy bueno, es una forma más comprensiva ya que hay más imagines para uno poder entender” (students' interview 001).

“Student 5 said that en el juego cuando salían las imágenes uno se ubicaba para poder entender la lectura” (students' interview 002).

Also, while students were creating their products, participants relied their understanding on previous gameplays. They knew from previous gameplays that some characters always

appeared at the beginning of every mission. Thus, this visual memory helped learners to understand the initial orders of the final reading lessons. This can be seen in the following excerpt:

“Student 3: orden de mission numero 3. Good morning soldier, I am the commander, I am happy to see you again, bueno eso para mi es, bueno Buenos dias, que yo soy el comandante y que soy tan feliz que... por ganarse el otro ... no se. El primer objetivo es coleccionar minerales con 2 Terrasn scv. Aquí hay dos. Yo creo que hay 2. Tiene que haber otro, tiene que estar por ahí”
(students’ artifacts 003)

Keywords

Some participants expressed that they could recognize some English words based on familiar words from the video games. For example, in the 5th intervention I observed the following situation:

“Most of the students could recognize many words from previous quests and those words helped them to have a big picture of every paragraph without understanding every single word (field note 005).

In the interview of that intervention student 4 support this strategy by saying:

“las palabras claves se entrelazaban con el juego” (students’ interview 004).

In this sense, it can be highlight that some keywords from the reading were connected with the gameplay. As a result, the interaction of those words made the comprehension of the text easier for some students. Moreover, the repletion of key words throughout the quests made the reading comprehension easier for some students. For instance, student 2 stated that these words “siempre volvian hablar de las cosas del juego” (studets’ interview 005).

Besides, while students were working on their products, it was shown that just one word could express the meaning of the instruction to be carried out in the video game. This is shown in the following excerpt:

“Student 3: los refinadores Osea gas, debemos recolectar gas” (students’ artifacts 003)

Contextualization

Some participants expressed that placing words in specific sentences could get meaning from the text and play in the video game. For example, I noticed that one student connect different words for creating knowledge. This can be seen in the next excerpt:

“He checked the words he knew and looked for some other words which were similar to Spanish words in order to understand chunk of expressions and play in the video game (field note 002).

In an interview, one student answered:

student 2 “yo por ejemplo estaba jugando, leía la guía y había unas palabras claves, pues uno hay armaba la frase para poder así descifrar todo lo que se necesitaba” (students’ interview 002).

Student 1 stated that “la mayoría de palabras que uno conocía eran como conexiones y entonces de ahí conectaba y lograba entender lo que decía y tenía que hacer” (students’ interview 002).

Elaboration

Some participants could relate new information with other concepts in memory. These learners could use what they knew about video games commands and some words in English. Besides, this process helped participants to understand the text and learn more from the quest.

For example, some students retrieved background information and relate what they have learned throughout these lessons based on video games along with the English lessons previously taught.

“I noticed that they related easier words from previous lessons with the new ones in the quest (field note 005).

Besides, when some students were asked if after finishing the first quest, they could understand easier the other four texts they answered:

Student 3: “si porque ya sabíamos de qué se trataba más o menos el juego” (students’ interview 005).

Inferencing

It was evident that most of the students were able to guess meaning of new words or sentences from the information given by the video game. It seems that the visuals and interaction with the video game helped participants to predict what was necessary to do for understanding the text.

“Student 6 was highlighting some words and writing the possible meaning of each word after playing or exploring the commands” (field note 001).

“Some students played the video game first and then tried to match what they did in the video game with the reading (field note 002).

Student 2: “voy jugando y leo las palabras, si voy ganando es que estoy haciendo las cosas bien y entiendo algunas palabras así” (field note 001).

In the first intervention one student expressed in the interview that video gaming first, helped him to guess meaning:

“student 2: “viendo lo que pasaba en el video juego iba entendiendo lo que había que hacer” (students’ interview 001).

Moreover, it was observed that students inferred a lot of knowledge from the interaction between the video game and reading for achieving the goals of the mission. This excerpt shows this reading strategy:

Student 3: “firme, ahora son Terrans scv pero morados. Aquí hay una base donde los soldados pueden entrar o descansar, no se”

As we can observe, most of the cognitive reading strategies grouped by Yukselir (2014) were used when participants were reading and playing in the video game. However, it is worth mentioning that note taking was not implemented throughout the whole research study. In the same way, when students were asked about if they took notes throughout the process of reading and playing they all answered no.

Thus, after analyzing the data a second category was created and named metacognitive reading strategies. The metacognitive reading strategies used by these participants are the following:

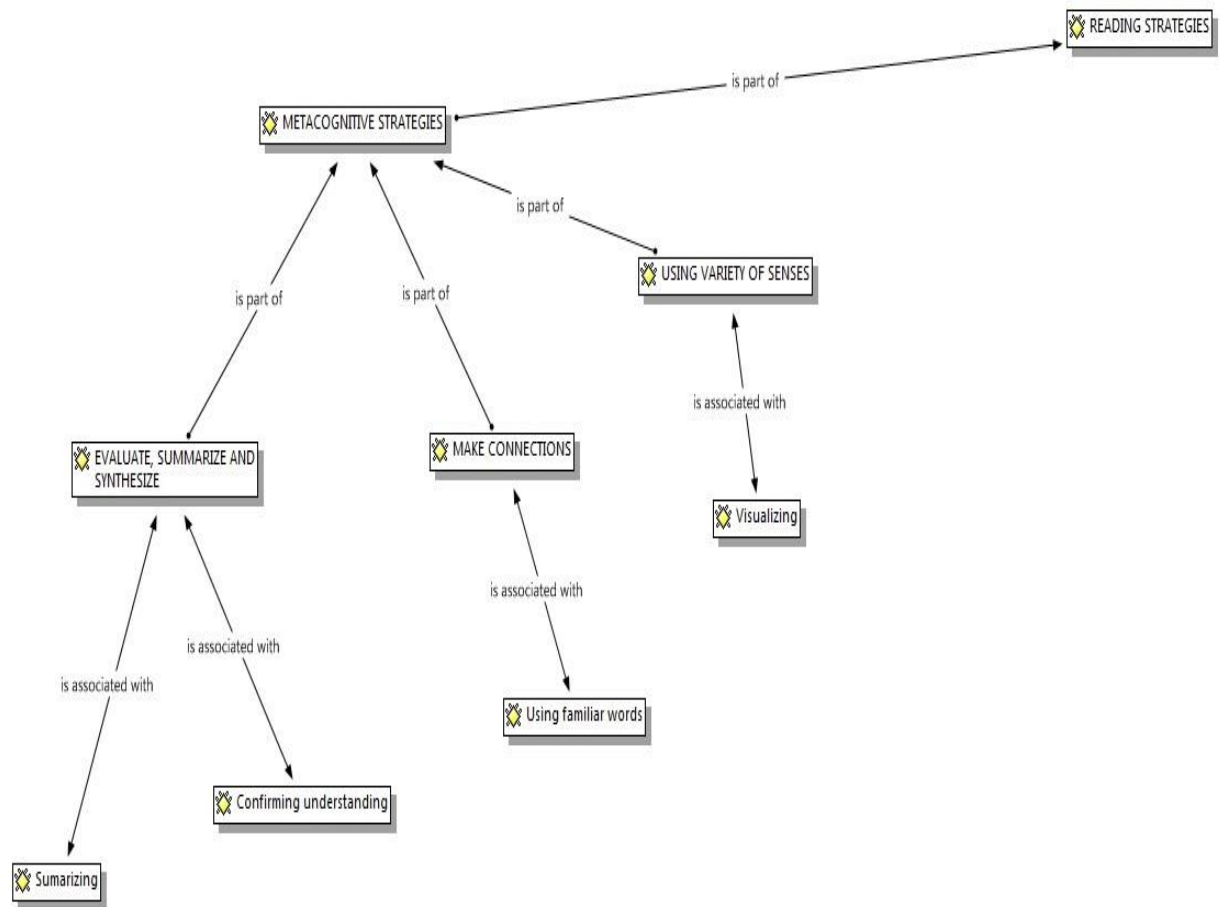
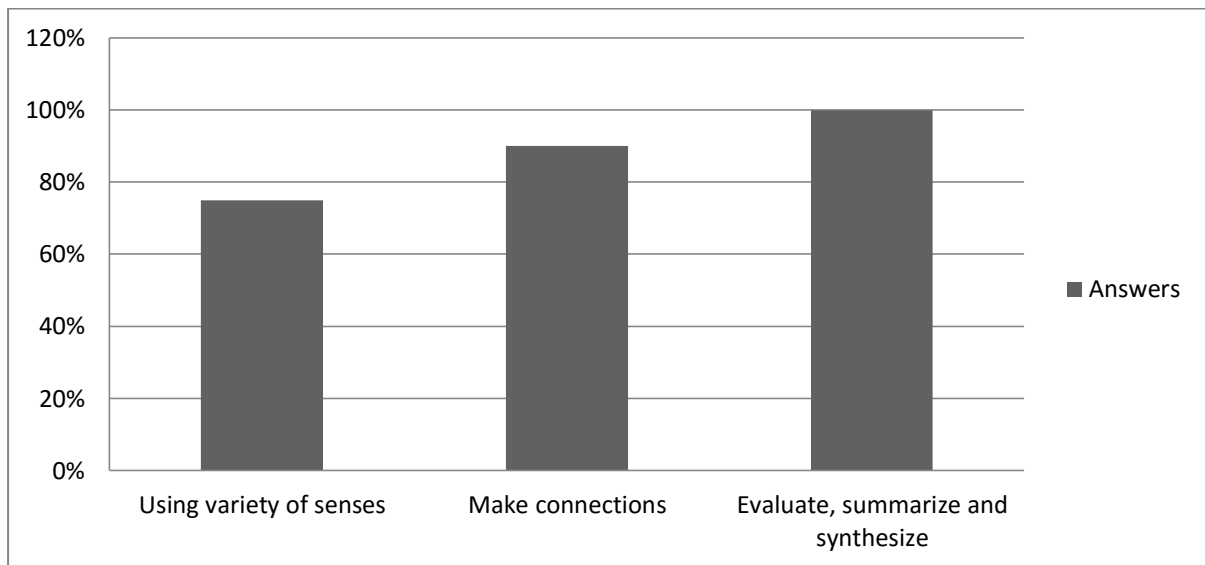


Figure 2. Metacognitive strategies enhanced through video games while playing and reading in English. Taken from ATLAS.TI

After analyzing the total of 25 Participants observed and interviewed throughout the whole process, metacognitive reading strategies were used by students as follows in Graph 6:

Graph 6. Percentage of metacognitive reading strategies used by students



Even though most of the cognitive reading strategies were used a lot in the process of integrating reading with video games, barely some metacognitive reading strategies were enhanced through this process. It is important to remember that metacognitive reading strategies are higher critical thinking skills which allow readers decide what resources and methods use for achieving understanding. For this specific case it is worth saying that we cannot infer directly from this research study that these strategies cannot be enhanced totally by the application of video games as reading methods. The quests or readings were designed for young learners whose English level was low. In this sense, the readings were designed to target the same learners' language proficiency in that specific context. In other words, these reading lessons may be in the level of decoding, because reading in a higher level in the foreign language may be a difficult task to this specific group of learners. As Koda (2007) stated, quoted by Manoli and Papadopoulou (2013) "foreign language reading is a complex, multifaceted cognitive skill, which draws in many knowledge sources and processes ranging from lower level processes, such as decoding, to higher level ones involving text comprehension and integration of text ideas with the

readers' prior knowledge" (p. 1). Besides, any specific methodological method can fit all students' learning interest and goals for making learners improve in every language skill. As (Oxford, 2003) stated, teachers always have to bear in mind that no single L2 instructional methodology fits all students.

However, to use these metacognitive reading strategies during these reading lessons which target basic level of learning English is a great starting point. This is said because if a more structured methodology for teaching English through video games is developed, better results can be achieved. Now I support the metacognitive reading strategies applied by these EFL learners when reading through video games based lessons:

Using variety of senses

Here students visualized the scenes from the text based on what they saw in the video game. This strategy helped learners to understand paragraphs or specific situations in the text due to the interaction with the gameplay of the video game. This is supported by the observations I carried out in the implementation stage.

"Some students played the video game first and then tried to match what they did in the video game with the reading. One of these students said it was easy for him to identify what he does in the video game with the words he gets from the reading and finally he can figure out a meaning for the complete sentence" (field note 002).

Also, through listening to the participants they support this observation:

Student 4: "pues a mí las imágenes, cuando a uno le salían las imágenes en la misión entonces uno hay se iba ubicando más o menos para ver como hacia la misión" (students' interview 002).

Moreover, while students were creating their products, it could be observed that they visualized many instructions, warnings and orders of the text based on the action happening in the gameplay:

Student 3: “Bueno crear otros 2 Terrans scv. Bueno pero faltan minerales. Toca explorar por ahí en el mapa. Pero no porque salen monstrous” (students’ artifacts 003).

Make connections

With this strategy students could relate any past experience they had with the text and video game. This connection helped learners to understand the text using words they knew in English, words related to video game commands or past video game experiences:

“I think now they have more control on the gameplay and what they have to do. One student said that it was easier for him now because the names and some instructions now were easily understood. He said that these sentences, words and instructions became easy to catch because they had used them in the previous lessons” (field note 003).

In the interview students answered that they could improve understanding more easily after facing the video game some times. It looks like this process enhances reading comprehension because learners get used to the story in the video and this process is associated with the reading.

T: ¿utilizaron pistas como personajes, acciones, imágenes o sonidos del video juego para entender mejor el juego?

Pausa...

T: puede contestar el que quiera o el que haya utilizado estas pistas.

S2: pues yo creo que los personajes y los roles que cumplían en el juego me ayudaban a entender algo (students’ interview 001)

Then, when students were reading and playing the video game they connected what they had done in previous lessons with the one in progress.

Student 3: “bueno, uno del Nuevo Terran scv es para coleccionar minerales y el otro Terran scv es para crear refinery. Listo. Here student looked in the screen the image of the refinery structure. They saw that there was not any structured built. Through this action he understood that he needed to build a new refinery” (students’ artifacts 003).

Evaluate, summarize and synthesize

This strategy is a great finding to this research project. This is said because through video gaming students could evaluate their understanding of the text. Students read, then played and confirmed understanding whether the video game responded to what students thought they were reading.

“Some others played first and then connected the actions with the sentences they could understand from the quest” (field note 004).

In the interview students expressed how they applied this strategy for confirming understanding.

Student 1: “porque cuando yo leía el texto y yo empezaba a jugar me daba cuenta de que seguía cada paso de las instrucciones” (students’ interview 003).

Student 5: “uno leyendo, y si decía un parte de moverse para explorar otro mundo y si uno no entendía una palabra de ahí, cogía el muñeco y lo movía hacia los lados o alguna parte para poder ir entendido” (students’ interview 002).

Then, when reading for completing the mission, it could be observed that students definitely kept moving depending on what they did in the video game after confirming understanding.

Student 2: seleccione 4 Terrans de esos y recolecte mineral. Ya. A no, donde está.

In this part, Student needed to play in order to check whether his Reading comprehension in English was right. In other words, if he could do the action in the video game, the comprehension of the sentence was corrected. (students' artifacts 002)

Student 2: voy bien, voy bien. Luego dice créate on the Terran SVS with Terran SA y crea Terran supply. Ok. Cuando termine aquí hay que hundirle a uno de esos y mandarlos a construir un qué.. Un supli depot. (students' artifacts 002)

Finally, the application of video games as language learning environments had positive effects on these students' reading comprehension. Students used different reading comprehension strategies for understanding the text and completing the quests. Most of the students could finish the quest when more reading lessons based on video games were applied (see quests finished per student chart). Learners had some problems at the beginning of the lessons but these problems were overcome to most students. Besides, grades taken from the post-reading part of the lessons also show this increasing process (see post-reading grades per students chart). This process met the second objective of this research process:

- To verify participants' reading comprehension improvement through video games as language learning environments for enhancing reading comprehension strategies.

Chart 2. Quests finished per student

	students	gender	quest 1	quest 2	quest 3	quest 4	quest 5
code	#1	f	done	done	done	done	done
code	#2	f	unfinished	done	done	done	done
code	#3	m	done	done	done	done	done
code	#4	m	done	unfinished	done	done	done
code	#5	m	unfinished	unfinished	done	done	done
code	#6	m	unfinished	done	done	done	done
code	#7	f	unfinished	unfinished	done	unfinished	done
code	#8	f	done	unfinished	done	done	done
code	#9	m	unfinished	done	done	done	done
code	#10	m	done	done	done	done	done
code	#11	f	done	unfinished	done	unfinished	done
code	#12	m	unfinished	unfinished	unfinished	done	done
code	#13	f	unfinished	done	done	unfinished	done
code	#14	m	done	done	done	done	done
code	#15	f	done	done	done	done	done
code	#16	m	done	done	done	done	done
code	#17	f	unfinished	unfinished	done	done	done
code	#18	m	done	done	done	done	done
code	#19	m	unfinished	unfinished	unfinished	done	unfinished
code	#20	f	unfinished	unfinished	unfinished	done	done
code	#21	f	unfinished	unfinished	done	unfinished	done
code	#22	m	done	done	done	unfinished	done
code	#23	m	unfinished	unfinished	unfinished	done	unfinished
code	#24	m	unfinished	done	done	unfinished	done
code	#25	f	done	done	done	done	done
code	#26	f	unfinished	done	unfinished	done	done
code	#27	f	unfinished	done	done	unfinished	unfinished
code	#28	m	unfinished	unfinished	done	done	done
code	#29	f	unfinished	unfinished	unfinished	done	done
code	#30	f	unfinished	unfinished	done	unfinished	done
code	#31	m	unfinished	done	done	done	done
code	#32	f	done	done	done	unfinished	done
code	#33	m	done	done	done	done	done
code	#34	f	unfinished	done	done	unfinished	done
code	#35	m	unfinished	unfinished	done	done	done

Chart 3. Post-reading grades per student

	students	gender	quest 1	quest 2	quest 3	quest 4	quest 5	Average
Code	#1	f	2,5	5	5	2,5	3	3,6
Code	#2	f	2,5	1	5	3,5	4,5	3,3
Code	#3	m	2,5	2,5	5	4	4,5	3,7
Code	#4	m	1	2,5	5	3	5	3,3
Code	#5	m	5	5	5	3,5	4	4,5
code	#6	m	2,5	2,5	5	2	5	3,4
code	#7	f	2,5	2,5	5	4,5	4	3,7
code	#8	f	5	5	5	1,5	4,5	4,2
code	#9	m	5	2,5	5	3	4,5	4
code	#10	m	5	5	5	3,5	4	4,5
code	#11	f	2,5	5	5	3	3,5	3,8
code	#12	m	2,5	2,5	5	3,5	5	3,7
code	#13	f	5	5	5	3	4	4,4
code	#14	m	5	5	5	3	5	4,6
code	#15	f	5	1	5	3,5	5	3,9
code	#16	m	2,5	2,5	5	5	5	4
code	#17	f	5	2,5	5	3,5	3	3,8
code	#18	m	2,5	5	5	2	3,5	3,6
code	#19	m	5	5	5	3	5	4,6
code	#20	f	5	2,5	5	2,5	3,5	3,7
code	#21	f	2,5	2,5	5	3,5	3	3,3
code	#22	m	5	2,5	5	4	3,5	4
code	#23	m	2,5	5	5	3,5	3	3,8
code	#24	m	5	5	5	3	2	4
code	#25	f	2,5	2,5	5	4	5	3,8
code	#26	f	5	5	5	3	3,5	4,3
code	#27	f	2,5	2,5	5	4,5	4,5	3,8
code	#28	m	2,5	1	5	2	5	3,1
code	#29	f	2,5	2,5	5	3	3	3,2
code	#30	f	3,8	2,5	5	3,5	3,5	3,66
code	#31	m	5	5	5	3	4	4,4
code	#32	f	5	5	5	4	4	4,6
code	#33	m	2,5	2,5	5	1,5	4,5	3,2
code	#34	f	2,5	2,5	5	3,5	5	3,7
code	#35	m	2,5	2,5	5	3,5	4,5	3,6

At the end, students also improved reading comprehension through traditional reading exercises. As can be seen, students showed problems doing these exercises at the beginning of the

process. Yet, participants improved after facing the readings and video game more times. As can be seen in chart 2, students could complete more reading quests after having more contact with the video game and reading exercises. For instance, in quest 5 33 out of 35 learners carried out the quest completely. This shows that more reading comprehension was developed by these students in order to complete the video game missions from the English texts delivered in the worksheet.

Then, chart 3 supports this English reading improvement using video games in these EFL learners. As can be seen, students could get higher grades in the post-reading section which were based on traditional reading exercises. After facing these kinds of reading exercises more times, students improved their reading comprehension and grades. This result shows that these EFL students did not only improve in reading comprehension through video games but doing traditional reading exercises too.

Chapter V. Conclusions

This research study wanted to improve the reading strategies applied by some EFL learners in a video game learning environment for improving reading comprehension in these EFL learners. Thus, different conclusions were stated which support the objective of this research study.

First of all, it was found that different cognitive and metacognitive reading strategies increased as the process was advancing, due to students started to connect the text with video game despite their language abilities. As a result, learners understood what the text said through the interaction with or feedback received from the video game.

Video games as language learning environments helped these students to improve reading comprehension strategies issues through the connection this current generation of learners have with these virtual leisure activities. It could be seen that the interaction video games offer to students helped them to push their different mental capabilities in order to connect the English texts with what was happening in the video game. Warschauer (2004) and Healey (1998) support this process by stating that nowadays young learners read in digital environments like video games which are more related to the students' needs, contexts and personal learning environments.

The interest of students to achieve personal goals in the video game, also contributes to the process of activating different reading comprehension strategies because learners make big efforts to comprehend English texts through their use of context, their knowledge of the world, and other extra linguistics cues directed to them for going a bit higher in the video game quest as Krashen (1982) stated. As a result of this process, students are learning English as well as

improving one language skill specifically through activities which force learners to go beyond their level of competence (A+1) and regulate their own learning process.

In terms of reading process, students used different language learning strategies for solving their comprehension issues. As O'Malley and Chamot (1990) stated that Language learning strategies are the special thoughts and behaviors that individuals use to help them comprehend, learn and retain new information. In this sense, learners who participated in this research project started to relate images, names, background knowledge and key words with information students grouped, deduced and inferred in order to contextualize what they were reading with the interaction offered by the video game. Therefore, students were trying to make sense of what they read through these mental strategies for comprehending a text as Abbott (2006) stated. These reading strategies match (Wenden & Rubin, 1987) cognitive strategies definitions which are mental steps or operations that learners use to process both linguistic and sociolinguistic content. These cognitive strategies achieved the objective stated by O'malley and Chamot (1990) which helped learners to create associations between new and old information to enhance learning. This objective is observed because since the very beginning of the research study, students did not need teacher assistance for understanding what they had to do with the quest. Learners used what the video game offered them for using their different reading strategies when necessary.

In regard to metacognitive strategies, students enhanced some higher critical thinking skills as Yukselir (2014) defined them. First of all, participants were able to evaluate their own understanding and to visualize what was necessary for understanding through the video game. Students expressed that this evaluation and visualizing strategy was enhanced through recognizing patterns of the text with the action of the video game.

The use of these reading strategies through video game as language learning environments helped students to achieve comprehension from English texts without teacher assistance during the reading process directly. This was observed by the increasing number of students who were able to complete the quests and improve their reading grades through every lesson based on video games.

Pedagogical Implications

The findings denote that there is a more contextualized way to learn different from the well-known teaching resources and pedagogical teaching techniques used in the EFL classroom. This involves the development of activities in which, through the application of student-centered topics and current technological tools, students can fulfill the assigned activities. This option provides an opportunity for engaging students in their own learning process through common every-day activities and appealing tools students enjoy and spend their time nowadays. While engagement becomes an opportunity for the learning process, the learning process becomes an opportunity to improve reading comprehension in the EFL classroom.

This process has also taught me that doing research in our EFL classrooms is the best way for facing our own teaching and learning issues. Through researching I was able to observe deeply into my teaching procedures along with my research commitment. Besides, the most important lesson I received was to listen and observe my students. This process offered me a wide variety of options that may improve my professional activity. As observing and listening to my students I could design English language lessons based on students' likes and preferences. The outcomes of the lessons demonstrated me that students can handle their own learning process when they are working on something they really consider relevant to their life and experiences.

As a result, teachers stop being the only one in control of students' learning process and learners realized they can learn when they aware of what they want to achieve.

Also, this study involves the opportunity for promoting learning through video games. This is said because there are many different video games which can target different learning outcomes. Moreover, the application of video games in the language classroom can be seen by students as a path to take control of their own learning through activities they may consider relevant to their life. This perception may motivate students to take active roles in the classroom because video games offer and allow gamers to explore and learn through the experience and interaction video games have. In this way, video games as language learning environments can be an excellent tool which contributes to the learning process of an educational community.

Limitations

During the application of this research project one specific limitation has to do with technical or technological issues. First of all, to get enough computers for large groups in public schools is very difficult. Then, to find computers which match the video game technical requirements is also demanding. Some computers crashed during the gameplay or others took too much time to load. In addition, Different video games had to be taken in to account when planning these pedagogical lessons in order to fit not only the research objectives but technical specifications of the video game. Besides, when implementing video games as educational tools, teachers have to bear in mind that most video games out there are designed for entertainment purposes only. As a consequence, selecting one depends on the type of video game, suitability to your target population and manageable to your pedagogical objectives.

Another limitation was time. When carrying out the first lessons of the implementation, some students had difficulties with the video game commands. As a consequence, they had to

star over many times for getting used to the controls and time was not enough for them. This situation interfered with the reading process of these students because they could not complete the quest. This situation demotivated these students at the beginning of the process. In this sense, I suggest planning more time in the first stage of the implementation process because lack of motivation leads to lack of concentration, and lack of concentration while students are manipulating computers may lead students to do other different actions than the ones organized for the lessons.

Further Research

Bearing in mind the pedagogical implications of this study, I would recommend to do research on using video games for promoting improvement in other language skills. For example, video games have internet connection for playing with people all over the world. This option will allow students to interact not only with the video game but native people of the target language through on-line chatting (by speaking or text). With this scope in mind, researcher may think on multi-literacy development through online video games rather than one specific language skill.

Additionally, it is suggested to explore who really reacts better on learning through video games in terms of gender. It is assumed commonly that boys spend more time playing video games than girls, and boys also enjoy more this activity than girls. As a result, I assumed that all boys would perform better than girls. However, I have to say that many girls during this research process did as well as some boys or even better.

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Annexes

Annex A. Diagnosis survey

En la clase de Ingles	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
1. Leer en inglés es difícil					
2. Mi motivación hacia la lectura en inglés es baja					
3. Los materiales de lectura son motivantes para mí.					
4. Es siempre necesaria la ayuda del profesor para comprender los textos en inglés.					
5. Considero los juegos de video como una opción para aprender Inglés					
6. En los juegos de video en ingles me siento motivado a entender lo que leo.					
7. los juegos de video hacen la lectura más atractiva					
8. Leo solo para alcanzar buenas notas.					
9. Uso diferentes métodos de aprendizaje los cuales me ayudan a mejorar mi nivel de inglés.					
10. Creo que la tecnología puede hacer la clase de inglés más atractiva.					

Annex B. Students' consent letter

Neiva, 18 de Septiembre de 2015

Señores:

PADRES DE FAMILIA

Institución educativa Claretiano "Gustavo Torres Parra"

Neiva

Asunto: Permiso de participación para investigación educativa.

Cordial saludo:

Comendidamente me permito informarle a través de esta carta que 8 intervenciones pedagógicas se llevaran a cabo en el grupo 703 de la Institución Educativa Claretiano "Gustavo Torres Parra" en el cual su hijo/hija hace parte como estudiante del mismo. Estas intervenciones pedagógicas están diseñadas para ser trabajadas en el área de Ingles con el objetivo de **explorar que efectos tienen los videojuegos en Ingles para desarrollar las estrategias lectoras en este idioma extranjero** en los estudiantes del grupo anteriormente mencionado. Esta investigación está a cargo del docente – investigador Mauro Gustavo Suarez Delgado el cual hace parte del grupo de estudiantes de la maestría en didáctica del inglés adscrito al programa de lenguas modernas de la Universidad Surcolombiana.

El procedimiento de las 8 intervenciones consta de lo siguiente: durante 8 semanas en dos horas de clase cada una, los estudiantes participarán en unas clases de Inglés en las cuales ellos tendrán que manipular un video juego en ingles con las indicaciones y supervisión del docente-investigador con el fin de cumplir ciertos objetivos en Ingles a través de la lectura. Por consiguiente, se analizará que estrategias lectoras utilizan los estudiantes para poder finalizar estos videojuegos cuando no se encuentran en su lengua nativa.

Por consiguiente, es necesario su permiso como padre de familia o acudiente del estudiante, así como el consentimiento del estudiante mismo. Cabe resaltar que estas clases y observaciones solo tienen fines académicos. Por lo tanto, los nombres de los estudiantes nunca serán revelados o expuestos en los resultados de esta investigación educativa ya que se analizará la actuación del grupo en general y no actuaciones individuales.

Finalmente, le informo que las clases o intervenciones pedagógicas se realizaran todos los viernes a partir del viernes 25 de septiembre de 2015 en las horas de clases regularmente. Espero poder contar con el apoyo suyo y de su hijo/hija para este proceso académico, el cual servirá para futuros docentes del área de Ingles los cuales podrán tener diferentes metodologías en la enseñanza de las lenguas extranjeras en una forma más contextualizada al mundo moderno en el cual actúa esta nueva generación de estudiantes. Cualquier inquietud me pueden contactar en el correo que aparece en la parte inferior de la carta.

Agradezco la atención prestada.

Atentamente,

MAURO GUSTAVO SUAREZ DELGADO

Docente – investigador

Docente de Ingles

Email: maurosuares1@hotmail.com

Maestría en didáctica del Ingles

Universidad Surcolombiana

Autorización

A quien pueda interesarle.

Por medio del siguiente formato expreso que he leído y entendido el procedimiento descrito arriba. Voluntariamente doy mi consentimiento para que mi hijo/hija _____, participe en el proceso investigativo llevado a cabo por el docente – investigador Mauro Gustavo Suarez Delgado, sobre los efectos que pueden tener los video juegos en Ingles en el desarrollo de las estrategias lectoras en Ingles. He recibido copia de este procedimiento.

Padre/Madre/Acudiente

Fecha

C.C

Estudiante

Fecha

Annex C. Sample of empirical observation**Observation**

Observation	Reflection
Some students are trying to read an English text but they use their dictionary looking for every word.	Students see dictionaries as only tool for understanding English texts.
Most of students asked me about different words from the English text despite many of these words were introduced in the warming up activity.	Students depend on teacher's support all the time for reading. Besides, it seems that students do not remember or recall the information or activity just done some minutes ago.

Annex D. Likert scale survey.

Institución educativa claretiano “Gustavo Torres Parra”

Grado: 703

Proyecto: uso de las nuevas tecnologías para el aprendizaje de vocabulario en inglés.

Maestría en idiomas universidad Surcolombiana

Instrucción:

Por favor, lea atentamente las oraciones y escoja solo una opción de acuerdo a su situación real marcando con una “X”

En la clase de Ingles	Totalmente en desacuerdo	En desacuerdo	Neutral	De acuerdo	Totalmente de acuerdo
1. Leer en inglés es difícil					
2. Mi motivación hacia la lectura en inglés es baja					
3. Los materiales de lectura son motivantes para mí.					
4. Es siempre necesaria la ayuda del profesor para comprender los textos en inglés.					
5. Considero los juegos de video como una opción para aprender Inglés					
6. En los juegos de video en ingles me siento motivado a entender lo que leo.					
7. los juegos de video hacen la lectura más atractiva					
8. Leo solo para alcanzar buenas notas.					
9. Uso diferentes métodos de aprendizaje los cuales me ayudan a mejorar mi nivel de inglés.					
10. Creo que la tecnología puede hacer la clase de inglés más atractiva.					

Annex E. Sample of Field Notes**Toma de notas sobre estrategias lectoras basadas en video juegos****Universidad Surcolombiana****Maestría en didáctica del Ingles****Neiva – Huila****FIELD NOTES****Class observation**

Date	September 04 th 2015
Level	703
Teacher	Mauro Suarez
Teacher observer	Mauro Suarez
Topic	Reading quest 1
Hour	5-6

Strategies used by the participants**Cognitive strategies and codes**

Translation	TL	Grouping	GG
Note taking	NT	Deduction	DN
Imagery	IY	Key words	KW
Contextualization	CN	Elaboration	EN
Inference	IE		

Metacognitive strategies and codes

Imagination	IN	Make connections	MC
Analyze the structure	AS	Recognize words/understand sentences	RWS
Explore inferences	EI	Ask questions	AQ
Determine important ideas and themes	DIIT	Evaluate, summarize and synthesize	ESS

The observer will identify what strategy or strategies the participants are using while reading and playing with the video game. Then, the observer will fill the charts below with the corresponding information.

Student code: Student 1	Strategy code: IE
Observation	Comment
S1: ahhhh. Pues yo lo que hago es jugar y luego voy adivinando unas palabras.	Here student 1 tried to infer or guess meaning from the interaction with the video game and the vocabulary of the quest.

Student code: Student 2	Strategy code: EN
Observation	Comment
Student 2 was looking for information in the previous worksheet in terms of meaning and gameplay. She remembered what she did in the previous lesson and she related that information with the new one	Here student 2 is trying to relate previous knowledge with the new one presented in this second lesson.

Student code: Student 3	Strategy code: KW
Observation	Comment
Student 3 is trying to read and look for common words in the video game. She said that she found words which look like in Spanish. For example, click, move, marines, Command center. She said that now she knows some commands of the video game and what they are for. However, most girls look like they are having problems dealing with the video game.	Here student 3 used some key words in English which helped him to control the video game and understood some instructions from the text.

Annex F. Sample of Focus Group Interview

Entrevista sobre estrategias lectoras basadas en video juegos
Universidad Surcolombiana
Maestría en didáctica del Ingles
Neiva – Huila

Objetivo(s) de la investigación
Identificar las estrategias lectoras usadas por los estudiantes al participar en la clase de lectura en ingles basada en video juegos.
Objetivo(s) del grupo focal
Escuchar las experiencias personales de un grupo de estudiantes al participar de la clase 1 de lectura en ingles basada en video juegos.
Nombre del moderador
Mauro Suarez
Preguntas estímulos
<ol style="list-style-type: none"> 1. ¿De qué forma a afectado el uso de video juegos en su proceso de comprensión lectora? 2. ¿Utilizaste el español para entender las misiones del video juego? 3. ¿Fue necesario releer el texto para entender mejor el texto de las misiones? 4. ¿Leyendo y jugando en el video juego encontraste palabras que ya conocías? 5. ¿Usaste pistas (personajes, acciones, imágenes o sonidos) del video juego para entender mejor el texto? ¿Cuáles? 6. ¿Pudiste entender los objetivos de la misión sin conocer todas las palabras? ¿Cómo? 7. ¿Decías en voz alta lo que leías para entender mejor? 8. ¿Resumías el texto para entender mejor las misiones? ¿Cómo? 9. ¿Si no entendías todo el texto, unas cuantas palabras te ayudaban a entender lo que tenías que hacer? ¿Cómo? 10. ¿Gracias al video juego podías saber lo que había que hacer luego en el texto o misiones? ¿Cómo? 11. ¿Organizabas la información que estabas leyendo para poder entender mejor el texto? ¿Cómo? 12. ¿Cómo sabias que lo que creías entender estaba bien?

Teacher: Buenas tardes muchachos ¿cómo están?

Students: Buenas tardes

T: Bien, quiero hacerles unas preguntas acerca de la actividad que acabos de hacer. Esta entrevista la hago con el fin de saber o conocer que sintieron o que piensan de aplicar video juegos para hacer ejercicios de lectura en inglés. OK?

S: si

T: Siéntanse libres de responder en el orden que quieran y de decir lo que verdaderamente piensen de cada pregunta. Ok?

S: sí.

T: bien, ¿De qué forma a afectado el uso de video juegos en su proceso de comprensión lectora?

S1: las imágenes nos ayudan a entender algunas cosas.

S2: en que hace que la mente se distraiga de lo que está haciendo y recuerde el video juego.

S3: de una buena manera ya que con esto mis capacidades en ingles

S4: yo creo que es muy bueno, en una forma como más comprensiva, ya que hay como más imágenes y hablan para uno poder entender lo que dicen en el video juego.

S5: creo que por medio de los videos juegos es entretenido para mí. Yo los uso y traduzco el video juego. Para pasarlo uso la conexión con palabras al memorizarlas antes.

S6: a mí esta forma lúdica de aprender me gusto.

T: bien, ¿Utilizaron el español para entender las misiones del video juego?

Una pausa...

T: puede responder cualquiera

S3: si y conectaba palabras. Ya que era fácil.

S4: yo también. Cuando hay una palabra en ingles la traduzco al español como para asi entender un poco más lo que dice y lo que se tiene que hacer.

S1: si, yo lo utilice porque ya entendía unas palabras en inglés.

S5: yo si para comprender el juego trato de usar el español lo más posible.

S2: yo casi no lo use porque viendo lo que pasaba en el video juego iba entendiendo lo que había que hacer.

S6: yo solo lo utilice un poco.

T: ok, ahora ¿fue necesario releer o volver a leer el texto otra vez para entender mejor el texto de las misiones?

S2: si, ya que así recordaba más las misiones

S6: yo no lo hice mucho. Solo en unos párrafos que eran más difíciles

S1: yo también porque así entendí mejor lo que decía.

S4: pues para mí fue muy necesario porque así pude entender más lo que decía y lo que tenía que hacer.

S5: yo no lo volví a leer porque el nivel de inglés de la lectura fue muy básico para mí.

T: muy bien. Ahora cuéntenme, ¿leyendo y jugando encontraron palabras que ya conocían?

S4: en el texto habían palabras ya conocidas, claro esto ayudo mucho para poder pasar la misión.

S3: si claro.

S5: si, la gran mayoría.

S2: sí.

S6: si habían muchas.

T: ¿utilizaron pistas como personajes, acciones, imágenes o sonidos del video juego para entender mejor el juego?

Pausa...

T: puede contestar el que quiera o el que haya utilizado estas pistas.

S2: pues yo creo que los personajes y los roles que cumplían en el juego me ayudaban a entender algo.

S3: a mí me sirvió la imagen del robot de minerales para saber qué hacía.

S4: la verdad yo no utilice ninguna pista porque en el texto estaba claro lo que se tenía que hacer.

S5: si, yo utilice unas pistas al buscar nombres en el personajes y objetos.

S6: yo solo utilice palabras claves del texto que entendía.

T: ¿pudieron entender todos los objetivos de la misión sin entender todas las palabras?

Students: si

T: ¿Cómo?

S1: los nombres de los personajes me ayudaron a entender.

S2: unía palabras con otras y eso creaba patrones que en el juego reaccionaban positivamente.

S3: relacionando lo que entendía con la vida real

S5: al ir jugando, como que el mismo juego le dice cuál es el objetivo del juego.

S6: solo con las palabras claves me ayudan a entender.

T: ¿decían en voz alta lo que estaban leyendo? Es decir ¿cuándo leían en inglés lo hacían en voz alta?

S4: yo si lo leía en voz alta. Creo que eso me ayuda a entender mejor.

S1: no, porque no podía traducir... no pronunciar bien lo que leía.

S2,3,5,6: no.

T: ¿resumieron el texto de alguna manera?

Ss2, 3, 4, 5, 6: no.

S1: yo si saque los nombres de los personajes y cosas importantes.

T: ¿si no entendían todo el texto, unas cuantas palabras que entendieran eran suficientes para entender la misión?

S2: si, mirando el juego y las palabras asimilaba los métodos del juego.

S3: si, porque con el significado de esas cuantas palabras que conocía podía como entender el resto.

S4: si, cuando leía se me pasaban otras palabras que quizá no eran lo mismo pero me ayudan a entender.

S5: si porque eran palabras que estaban en el juego.

S6: me ayudan demasiado porque con una palabra podía entender las oraciones.

T: ¿gracias al video juego podían saber lo que tenían que hacer en el texto o misiones?

S3, 4: si por medio de las imágenes nos ayudaban como a adivinar lo que decía el texto.

T: ¿organizaron de alguna manera la información que estaban leyendo para poder entender mejor lo que estaban leyendo mientras jugaban?

S1: si, sacando solo lo que entendía.

S5: no.

S6: si, sacaba las palabras claves para jugar.

S2: no, solo leía las palabras que entendía y las unía a lo que debía hacer en el juego.

S3. No.

S4: claro, cuando comencé a leer no entendía muchas cosas pero luego, poco a poco pude organizar la información y termine.

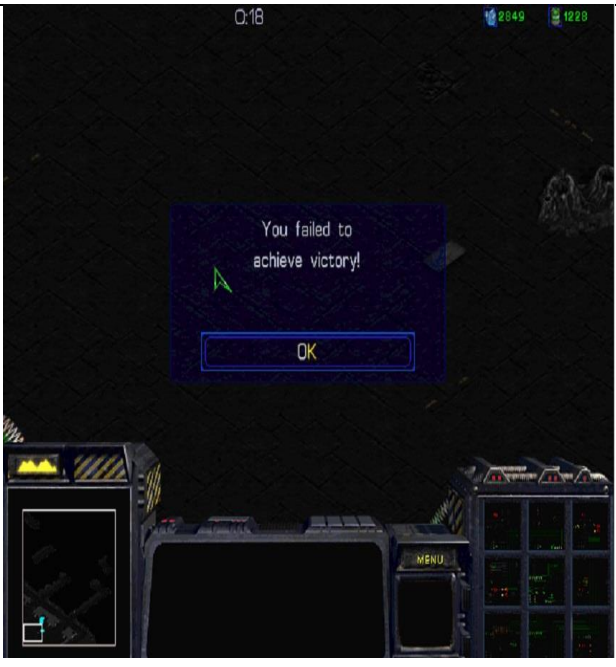
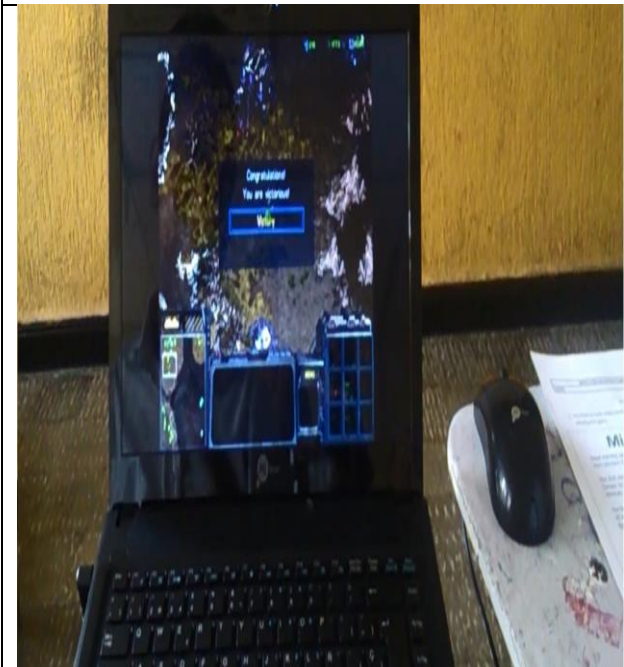
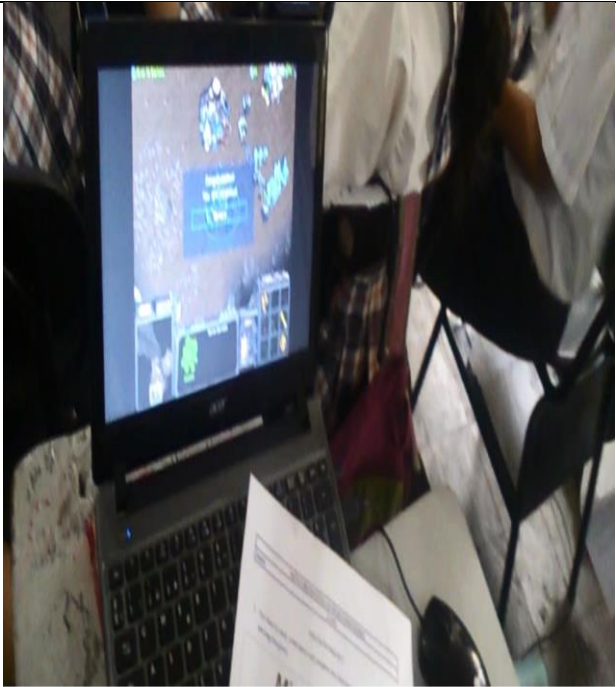
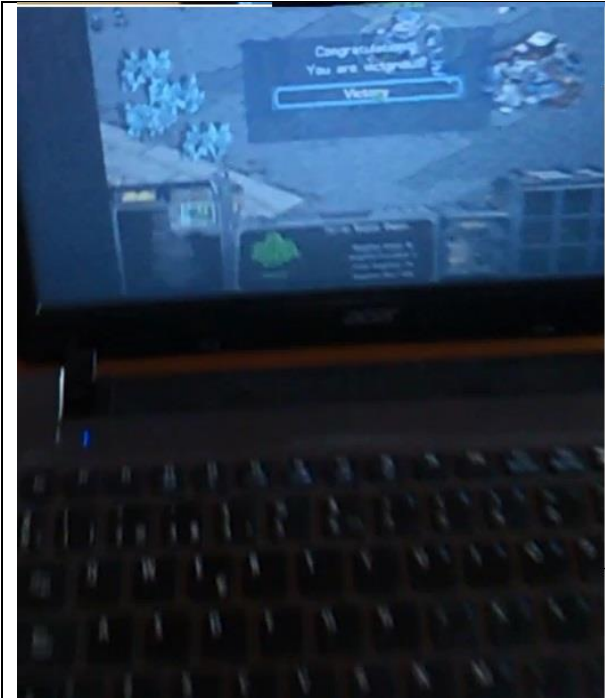
T: finalmente, ¿cómo sabían que lo que creían entender del texto estaba bien?

S5: con la ayuda del juego.

S6: porque si estaba bien, el juego iba avanzando.

S4: porque cuando leía, miraba las imágenes y me ayudaba a terminar lo que necesitaba y a descifrar las pistas.

Annex G. Sample of Students' Artifacts



Annex H. Introductory Presentation Lesson

Teacher: Mauro Suarez

Date: _____

School: Claretiano “Gustavo Torres Parra”
Lesson Subject: reading strategies introduction

Grade: Seventh

Teaching Time: 60 minutes

Lesson Concept: Throughout this lesson students will know what reading strategies are and how they work in different moments where doing a reading activity.

<i>Objectives</i>	<i>Assessments</i>
1. Students will know different reading strategies 2. Students will apply reading strategies in some reading activities sample.	

Materials:

Computer lab, pictures, worksheet, white board and marker

Procedure:

1. Students will attend a PowerPoint presentation based on cognitive and metacognitive reading strategies definition and how they work when we are reading.
2. Students will complete a short reading exercise where learners have to organize information in order to achieve the goal of the activity. This reading activity will be done in Spanish in order to explain and apply the reading strategies explained previously in an easier way. After finishing this exercise, students will expressed what they did in order to carry out this reading puzzle. This discussion will allow students to connect the reading strategies used in the reading activity with the reading strategies explained by the teacher.
3. Students will read, see and listen to a story in English called “Rosaura on bycicle”. This exercise will get students closer in how different reading strategies work when reading an English text.

Closure:

Students will tell what reading strategies they used for understanding the story called “Rosaura on bycicle”.

Annex I. Lesson Plan 1

Teacher: Mauro Suarez

Date: _____

School: Claretiano “Gustavo Torres Parra”
 Lesson Subject: reading instructions

Grade: Seventh

Teaching Time: 1 hour and 50 minutes

Lesson Concept: Throughout this lesson students will carry out a video game based activity in order to reinforce the students’ reading strategies taking advantage of the motivation video games offer to young learners

<i>Objectives</i>	<i>Assessments</i>
1. Students will read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension.	1. Students will complete exactly the objectives from the worksheet in the video game. Then, they will match some short texts based on the story from the video game with their corresponding images in order to check vocabulary retention, background knowledge and language growth.

Materials:

Computer lab, pictures, worksheet, white board and marker

Anticipatory Set

Students will watch a video with pictures of people and stuffs from the future. This activity will highlight possible characteristics from the future and prepare students’ mind for the activity based on the video game.

Procedure:

Pre-reading

1. Students will see some pictures of the main characters from the video game in order to prepare students' motivation according to what they are going to read and do during the gameplay. Also, this activity will give to the students a lot of new vocabulary which will help learners to support their reading comprehension activities during the lesson. (This activity will take 10 minutes).

TERRANS	PROTOSS	ZERGS
 <p>A group of Terran soldiers in futuristic armor, holding rifles, standing in front of a large planet. The word 'STARCRRAFT' is visible in the top right corner of the image.</p>	 <p>A Protoss warrior in ornate golden and blue armor, holding a glowing blue energy weapon.</p>	 <p>A Zergling, a small, insect-like alien creature with sharp claws and a mouth full of teeth, standing on a pile of skulls.</p>
<p>They are the humans in the future They are Soldiers – marines They have weapons They have factories The leader is Raynor</p>	<p>They are intelligent aliens They have mind powers They have energy weapons They are highly evolved The leader Zeratul</p>	<p>They are evil aliens They are a plague They have big claws They are millions The leader is Kerrigan</p>

While-reading

2. Students will work on a worksheet in the computer lab. The worksheet will have a short text with instructions which have to be carried out in the video game. Students are allowed to use digital or a regular dictionary as a support for completing the quest in the video game. At the end of the activity the students have to meet exactly the objectives given in the worksheet in order to show a good performance on reading comprehension. As a result, students will be able to carry out a reading task with the support technology and video games offered. (60 minutes)

Post-reading

3. Students will carry out a scanning activity on 4 short texts (based on what they did in the previous activity) for trying to understand and remember the main actions which took place during the gameplay. Then, with that information the learners will have to connect these short texts with some pictures in a matching exercise. This activity will allow students to recall vocabulary, reinforce what they read in the video game and use different strategies for enhancing their reading strategies. (20 minutes)

After finishing the reading exercise, teacher will show the students the correct answers. In this way, learners will have the possibility to check and retrieve information about their own strategies, processes and results in a personal way.

Closure:

Students will say which new vocabulary they learnt.

Annexes

While-reading worksheet quest

INSTITUCIÓN EDUCATIVA CLARETIANO "GUSTAVO TORRES PARRA"	
NAME:	LEVEL:

ENGLISH WORKSHEET

1. You have to read, understand and complete the objectives in the video game for winning the game.

Mission's orders

Good morning soldier, I am the commander and here you have the instructions for today's mission.

The first objective is to create other Terran SCV. Click on *Terran command center*. Then click on *build Terran SCV*. After that, use this Terran SCV for collecting *mineral field*. Next, you have to use 1 Terran SCV to create 2 *build supplies depot*. Click on the Terran SCV, click on build structure and build supply depot. Next, use 1 Terran SCV to create a *refinery*.

¡Excellent job soldier! Now you have to explore the map with 8 Terran marines. The other 8 marines have to stay in the base. When exploring the map your soldiers will see some Zergs. You have to KILL the Zergs.

Finally, you have to create 3 Terran supply depots, 5 terran SCVs and collect 100 of gas for finishing the objectives and the game.

Congratulations you had an excellent victory. You are the best soldier in my team. See you in the next mission, ¡be prepare for the next battle!

Terran SCV	Terran marines	Zergs	Command center	Refinery
				

Post-reading activity

INSTITUCIÓN EDUCATIVA CLARETIANO "GUSTAVO TORRES PARRA"	
NAME:	LEVEL:

1. Read the sentences and match them with the pictures

- | |
|--|
| 1. The Terrans are in a new planet. There are 16 marines, 1 Terran SCV, 1 command center and 1 supply depot. The Terran SCV starts collecting minerals and the command center starts creating another Terran SCV. The 18 marines are patrolling the base. () |
| 2. Now, there are 3 Terran SCV, 2 are working in the mineral supplies and 1 is collecting gas from the refinery. There are 2 supplies depot and the 18 marines are patrolling the base. () |
| 3. Then, 8 marines are fighting with three Zergs. The three Zergs are running towards the Terrans for attacking them. () |
| 4. Finally, 2 marines come back to the base. In the base there are other 8 marines patrolling, 3 supplies depot, 1 refinery and 5 Terran SCV. The victory is ours. () |



a)



b)



c)



d)

Annex J. Lesson Plan 2

Teacher: Mauro Suarez

Date: _____

School: Claretiano “Gustavo Torres Parra”
Lesson Subject: reading instructions

Grade: Seventh

Teaching Time: 1 hour and 50 minutes

Lesson Concept: Throughout this lesson students will carry out a video game based activity in order to reinforce the students’ reading strategies taking advantage of the motivation video games offer to young learners

<i>Objectives</i>	<i>Assessment</i>
1. Students will read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension.	1. Students will complete exactly the objectives from the worksheet in the video game. Then, they will organize a text based on the story from the video game in order to check vocabulary retention, background knowledge and language learning.

Materials:

Computer lab, pictures, worksheet, white board and marker





Anticipatory Set

Students will watch a video based on the characters and story from the video game in order to activate the knowledge the students got from the last lesson based on the video game called StarCraft.

Procedure:

Pre-reading

- Students will read some short sentences and they will try to match the sentences with their correspondent images. This activity will help students to remember vocabulary from the last lesson based on video games which will help learners to support their reading comprehension activities during the second lesson. (This activity will take 15 minutes).

			
<p>The terran comand center is creating a terran SCV. Picture N° ()</p>	<p>The terrans are killing the zergs . Picture N° ()</p>	<p>The Terran SCV is collecting minerals. Picture N° ()</p>	<p>The refinery is producing gas. Picture N° ()</p>

While-reading

- Students will work on a worksheet in the computer lab. The worksheet will have a short text with instructions which have to be carried out in the video game. Students are allowed to use digital or a dictionary as a support for completing the quest in the video game. At the end of the activity the students have to complete exactly the objectives given in the worksheet in order to show a good performance on reading comprehension. As a result, students will be able to carry out a reading task with the support technology and video games offered. (60 minutes)

Post-reading

6. Students will carry out a reading comprehension activity on 4 short texts (based on what they did in the previous activity) for trying to understand and remember the main actions which took place during the gameplay. Then, with that information the learners will have to organize the short texts without any help from pictures. This activity will allow students to recall vocabulary, reinforce what they read in the video game and use different strategies for enhancing their reading strategies. (20 minutes)

After finishing the reading exercise, teacher will show to the students the correct answers. In this way, learners will have the possibility to check and retrieve information about their own strategies, processes and results in personal way.

Closure:

Students will say what new vocabulary they learnt.

Annexes

While-reading worksheet quest

INSTITUCIÓN EDUCATIVA CLARETIANO "Gustavo Torres Parra"	
NAME:	LEVEL:

ENGLISH WORKSHEET

1. You have to read, understand and complete the objectives in the video game for winning the game.

Mission's orders 2

Good morning again soldier, I am the commander and I am happy to see you again. Here you have the instructions for the second mission. I please do not die!

The first objective is to select the group of soldiers. Explore the map and FIND Raynor. Then, move the complete group to the base command center.

Select 4 terran SCVs to collect minerals. Click on the terran SCV and click on the mineral. Then, 1 terran SCV has to create terran supply depot. Click on the Terran SCV, click on build structure and build supply depot.

After that, use one terran SCV to create 1 barracks. Click one the terran SCV, click on build structure and build barracks. In the barracks create 2 marines. Click on the barracks and click 2 times on the train marine icon.

Next, select 5 marines. Keep press the right click on the mouse and make a square to select the 5 marines. Explore the map and kill all the Zergs. REMEMBER, Raynor must survive.

Finally, train 10 marines in the barracks for finishing the mission.

Congratulations you have an excellent victory. You are the best soldier in my team. See you in the mission, I be prepare for the next battle!


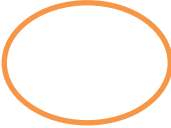
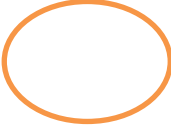

 Find	 Keep press	 SQUARE	 Remember
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Post-reading activity

INSTITUCIÓN EDUCATIVA CLARETIANO "Gustavo Torres Parra"	
NAME:	LEVEL:

ENGLISH WORKSHEET

1. You have to read and organize the story. Write 1,2,3 or 4 in the corresponding segment of the story.

Then, the marines and Terran SCVs find Raynor. Raynor is a soldier with a powerful motorcycle.	
After that, at the base 10 marines have to be created for finishing the mission.	
One day in the future, 5 marines and 5 Terran SCVs explore a strange planet.	
Next, the group goes to the base. There the group collects minerals, create some other marines and kill the Zergs.	

Annex K. Lesson Plan 3

Teacher: Mauro Suarez

Date: _____

School: Claretiano “Gustavo Torres Parra”

Grade: Seventh

Lesson Subject: reading instructions

Teaching Time: 1 hour and 50 minutes

Lesson Concept: Throughout this lesson students will carry out a video game based activity in order to reinforce the students’ reading strategies taking advantage of the motivation video games offer to young learners

<i>Objectives</i>	<i>Assessments</i>
1. Students will read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension.	1. Students will complete exactly the objectives from the worksheet in the video game. Then, they will read some short texts based on the story from the video game and students will draw what they read in order to check vocabulary retention, background knowledge and language growth.

Materials:

Computer lab, pictures, worksheet, white board and marker

Anticipatory Set

Students will identify some scenes or actions from the last video game based lesson in pictures for preparing students’ mind for the activity based on the video game.

Procedure:

Pre-reading

1. Students will reinforce some vocabulary. Then, they will read some short sentences from the last lesson based on the story from the video game and the students will act out what they read. The rest of the students will try to guess what the action is. If the student who is reading and acting doesn't understand what he/she is reading, he/she could see a picture of the actions or text. This activity will help learners to support their reading comprehension activities during the lesson. (This activity will take 15 minutes).

Vocabulary

<p>Kill</p> 	<p>Repair</p> 	<p>Fly</p> 
--	---	---

Sentences for acting out

<p>Raynor is killing one zerg</p> 	<p>One Terran SCV is repairing one marine</p> 	<p>The command center is flying</p> 
---	--	---

While-reading

2. Students will work on a worksheet in the computer lab. The worksheet will have a short text with instructions which have to be carried out in the video game. Students are allowed to use digital or a regular dictionary as a support for completing the quest in the video game. At the end of the activity the students have to complete exactly the objectives given in the worksheet in order to show a good performance on reading comprehension. As a result, students will be able to carry out a reading task with the support of technology and video games offered. (60 minutes)

Post-reading

3. Students will carry out a scanning activity on 4 short texts (based on what they did in the previous activity) for trying to understand and remember the main actions which took place during the gameplay. Then, with that information the learners will have to draw exactly what they read. This activity will allow students to recall vocabulary, reinforce what they read in the video game and use different strategies for enhancing their reading strategies. (20 minutes)

After finishing the reading exercise, teacher will show the students the correct answers. In this way, learners will have the possibility to check and retrieve information about their own strategies, processes and results in a personal way.

Closure:

Students will say what new vocabulary they learnt.

Annexes

While-reading worksheet quest

INSTITUCIÓN EDUCATIVA CLARETIANO "Gustavo Torres Parra"	
NAME:	LEVEL:

ENGLISH WORKSHEET

1. You have to read, understand and complete the objectives in the video game for winning the game.

Mission's orders 3

Good morning again soldier, I am the commander and I am happy to see you again. Here you have the instructions for the third mission. please do not die!

The first objective is to collect minerals with 2 Terrans SCV. Then, create other 2 Terrans SCV in the command center. One of the new Terran SCV is for collecting minerals. The other Terran SCV is for creating a refinery.

Use four Terran SCV to collect minerals and two Terran SCV to collect gas. Next, create 10 marines. Leave 4 marines patrolling at the base. You have to explore the map and find a new base. At the new base, take 5 marines and 5 Terran firebat to kill the Zergs.

Always take 10 soldiers to explore and kill the Zergs. Raynor must survive.

Congratulations you have an excellent victory. You are the best soldier in my team. See you in the mission, be prepare for the next battle!

			
Patrolling	Find	take	Always

Post-reading activity

NAME:	LEVEL:
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ENGLISH WORKSHEET

1. You have to read the 4 short texts and then draw what you understand.

a) Two Terran SCVs are collecting minerals to the command center	b) Two firebats and two marines are killing the Zergs. The color of the ground is purple.
c) The command center is creating one Terran SCV and two marines are defending the base.	d) One Terran SCV is collecting gas, 2 Zergs are destroying the command center and Raynor is killing 3 Zergs.

Annex L. Lesson Plan 4

Teacher: Mauro Suarez

Date: _____

School: Claretiano “Gustavo Torres Parra”

Grade: Seventh

Lesson Subject: reading instructions

Teaching Time: 1 hour and 50 minutes

Lesson Concept: Throughout this lesson students will carry out a video game based activity in order to reinforce the students’ reading strategies taking advantage of the motivation video games offer to young learners

<i>Objectives</i>	<i>Assessments</i>
1. Students will read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension.	1. Students will complete exactly the objectives from the worksheet in the video game. Then, they will do a true and false reading exercise in order to check vocabulary retention, background knowledge and language growth.

Materials:

Computer lab, pictures, worksheet, white board and marker

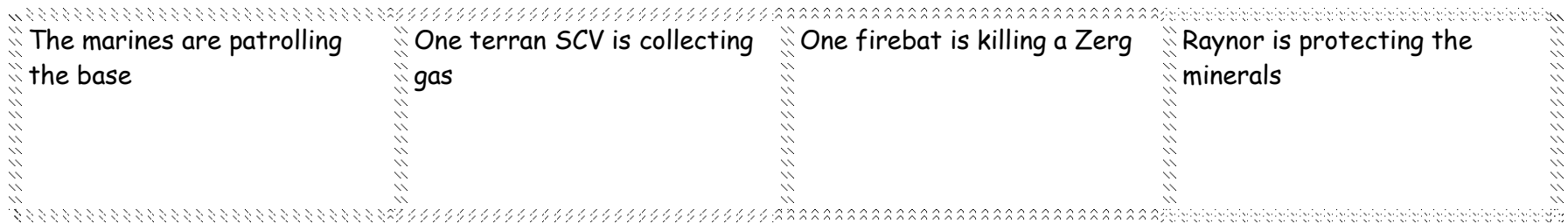
Anticipatory Set

Students will identify some scenes or actions from the last video game based lesson in pictures for preparing students’ mind for the activity based on the video game.

Procedure:

1. *Pre-reading*

Students will read some short sentences from the last lesson based on the video game quest. Then, they will identify the action and they will draw exactly what the sentences say. This activity will allow students to recall information and vocabulary from the last quest. Besides, this activity will work for getting the students involved in the main activity. (This activity will take 15 minutes).



2. While-reading

Students will work on a worksheet in the computer lab. The worksheet will have a short text with instructions which have to be carried out in the video game. Students are allowed to use digital or a regular dictionary as a support for completing the quest in the video game. At the end of the activity the students have to complete exactly the objectives given in the worksheet in order to show a good performance on reading comprehension. As a result, students will be able to carry out a reading task with the support of technology and video games offered. (60 minutes)

3. Post-reading

Students will carry out a reading activity where students will have to read, understand, remember and decide whether the sentences are true or false. The sentences learners are going to read are connected to the main events of the mission number 4. This activity will allow students to recall vocabulary, reinforce what they read in the video game and use different strategies for enhancing their reading strategies. (20 minutes)

After finishing the reading exercise, teacher will show the students the correct answers. In this way, learners will have the possibility to check and retrieve information about their own strategies, processes and results in a personal way.

Closure:

Students will say which new vocabulary they learnt.

Annexes

While-reading worksheet quest

INSTITUCIÓN EDUCATIVA CLARETIANO "Gustavo Torres Parra"	
NAME:	LEVEL:

ENGLISH WORKSHEET

1. You have to read, understand and complete the objectives in the video game for winning the game.

Mission's orders 4

Good morning again soldier, I am the commander and I am happy to see you again. Here you have the instructions for the fourth mission. please do not die!

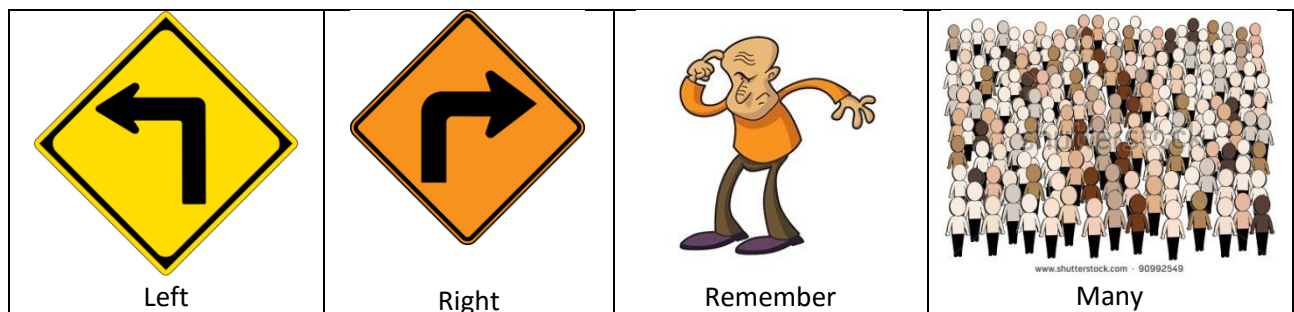
The first objective is to collect minerals with three Terran SCV. Then, in the command center create two Terran SCV. One Terran SCV has to create the refinery. Use 2 Terran SCV to collect gas.

Create two extra Terran SCV to collect minerals. Use one Terran SCV to repair the bunker. Next, create two supply depot. After that, put four marines to protect the right and the left corner of the base.

In the Terran Barracks create four marines soldiers and 4 firebats. Use these soldiers to protect the right and the left corner of the base.

Finally, in the command center create the Comstation. Click on the command center and click on the Comstation icon. Remember, you have to survive for 30 minutes. Create many soldiers to protect the base.

Congratulations you have an excellent victory. You are the best soldier in my team. See you in the mission, be prepare for the next battle!



Post-reading activity

INSTITUCIÓN EDUCATIVA CLARETIANO "Gustavo Torres Parra"	
NAME:	LEVEL:

Read and answer true (T) and false (F)

- a) The terrans are friends of the Zergs ()
- b) The Zergs won the battle ()
- c) The marines soldiers can repair the bunkers ()
- d) The Zergs are dangerous animals ()
- e) Raynor killed 3 Zergs in this mission ()
- f) The Terrans SCV killed 10 Zergs ()
- g) In the refinery you collect minerals ()
- h) The firebats collect gas ()
- i) The Zergs enter the base from the right and left corner ()
- j) To win the mission you had to survive for 20 minutes ()

Annex M. Lesson Plan 5

Teacher: Mauro Suarez

Date: _____

School: Claretiano “Gustavo Torres Parra”

Grade: Seventh

Lesson Subject: reading instructions

Teaching Time: 1 hour and 50 minutes

Lesson Concept: Throughout this lesson students will carry out a video game based activity in order to reinforce the students’ reading strategies taking advantage of the motivation video games offer to young learners

<i>Objectives</i>	<i>Assessments</i>
1. Students will read some instructions or “QUEST” which have to be carried out in a video game called “StarCraft” in order to show good performance on reading comprehension.	1. Students will complete exactly the objectives from the worksheet in the video game. Then, they will answer some questions in order to check vocabulary retention, background knowledge and language growth.

Materials:

Computer lab, pictures, worksheet, white board and marker

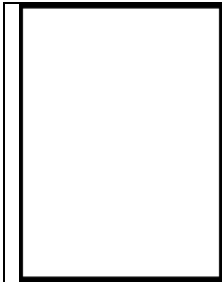
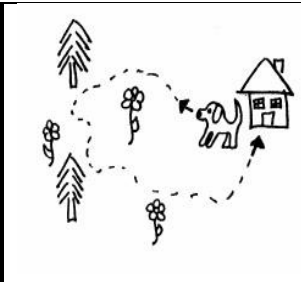




Anticipatory Set

Students will identify some scenes or actions from the last video game based lesson in pictures for preparing students’ mind for the activity based on the video game.

Procedure:

Pre-reading

1. Students will learn new vocabulary which will be connected to quest they are going to work with in this lesson. This new vocabulary will help students to get involved in the gameplay, build text-specific context and create a better background readiness for the following activity. (This activity will take 15 minutes).

					
Make a square	Come back	Get out	Room	Find	Download

While-reading

- Students will work on a worksheet in the computer lab. The worksheet will have a short text with instructions which have to be carried out in the video game. Students are allowed to use digital or a regular dictionary as a support for completing the quest in the video game. At the end of the activity the students have to complete exactly the objectives given in the worksheet in order to show a good performance on reading comprehension. As a result, students will be able to carry out a reading task with the support of technology and video games offered. (60 minutes)

Post-reading

- Students will answer a questionnaire based on closed questions and two options as an answer. This activity will allow students to recall vocabulary, reinforce what they read in the video game and use different strategies for enhancing their reading strategies. (20 minutes)

After finishing the reading exercise, teacher will say to students the correct answers. In this way, learners will have the possibility to check and retrieve information about their own strategies, processes and results in a personal way.

Closure:

Students will say which new vocabulary they learnt.

Annexes

While-reading worksheet quest

INSTITUCIÓN EDUCATIVA CLARETIANO "GUSTAVO TORRES PARRA"	
NAME:	LEVEL:

ENGLISH WORKSHEET

1. You have to read, understand and complete the objectives in the video game for winning the game.

Mission's orders 5

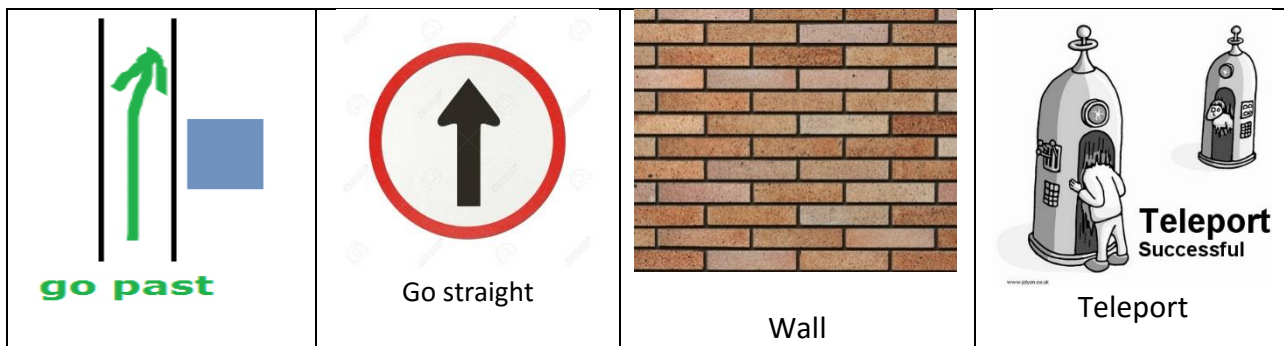
Good morning again soldier, I am the commander and I am happy to see you again. Here you have the instructions for the fourth mission. please do not die!

The first objective is to select all the soldiers. Click on the right bottom of the mouse and make a square to select all the soldiers. Then, go past the door and go straight to the first door on the left. Enter and kill the Terrans SCVs and astronauts. Get out of the room and go straight to the two doors. Enter the room and select the soldiers.

Next, go straight and kill two soldiers, go straight to the wall and kill one soldier. Then, turn left, explore and kill all the humans. Next, come back and explore the rest of the map and find 2 white circles.

Finally, find one green circle to teleport yourselves to other room. Then, find one extra white circle to download the information.

Congratulations you have an excellent victory. You are the best soldier in my team. See you in the mission, be prepare for the next battle!



Post-reading activity

INSTITUCIÓN EDUCATIVA CLARETIANO "Gustavo Torres Parra"	
NAME:	LEVEL:

Post – Reading**Read and circle the correct answer**

1. Are the Terrans killing other humans?
Yes, they are no, they are not
2. Are the humans downloading information from other humans?
Yes, they are no, they are not
3. Are the Zergs friends of some humans?
Yes, they are no, they are not
4. Is the mission played in another planet?
Yes, it is no, it is not
5. Are the astronauts enemies of the Terrans?
Yes, they are no, they are not
6. Are the Firebats weaker than the marines?
Yes, they are no, they are not
7. Is Raynor playing in this mission?
Yes, he is no, he is not
8. Are the white circles teleports machines?
Yes, they are no, they are not
9. Is the green circle an informative machine?
Yes, it is no, it is not
10. Are the Zergs the winners of this mission?
Yes, they are no, they are not

Annex N. Cuestionario Sobre Las Percepciones de los Estudiantes Acerca del Primer Ciclo.

**Cuestionario sobre percepciones de las actividades
 Universidad Surcolombiana
 Maestría en didáctica del Inglés
 Neiva – Huila**

Objetivo: conocer las percepciones y sugerencias de los estudiantes con respecto a la etapa de intervención hasta el momento llevada a cabo en el marco de la investigación “video games as language learning environments for enhancing reading in low EFL learners”.

Apreciado estudiante,

1. Por favor exprese su agrado de aceptación de los siguientes enunciados:

0 Totalmente en desacuerdo ----- Totalmente en acuerdo **5**

	0	1	2	3	4	5
1. las lecciones basadas en el uso del video juego hasta ahora implementadas han contribuido al mejoramiento de mi habilidad lectora. ¿Por qué? _____ _____ _____						
2. las lecturas (Quests) presentadas a través del video juego han sido de mi interés.						
3. las actividades propuestas basadas en el uso del video juego han sido muy difíciles de realizar.						

2. Por favor responda a las siguientes preguntas:

4. ¿Cuáles de las siguientes estrategias lectoras han sido las más utilizadas hasta ahora para completar las lecturas (Quests)? Indique con (*) en la(s) opción(es) según su criterio.

- | | | | |
|-------------------------------------|-----|---|-----|
| Traducción | () | Agrupación | () |
| Toma de notas | () | Deducción | () |
| Imaginación | () | Palabras claves | () |
| Contextualización | () | Relación de conocimiento | () |
| Predicción | () | Conectar conocimiento personal con el del texto | () |
| Análisis de la estructura del texto | () | Reconocimiento gramatical | () |
| Inferencias | () | Hace preguntas sobre el mensaje principal del texto | () |

Saca ideas principales

() Evalúa lo que lee

()

5. ¿Cuáles han sido los aspectos a destacar en las actividades basadas en el uso de video juegos para promover la lectura en ingles hasta ahora implementadas?

6. ¿Cuál ha sido su mayor dificultad al realizar las actividades propuestas basadas en el uso de video juegos para promover la lectura en inglés?

7. ¿Qué sugerencia(s) haría usted para mejorar las próximas lecciones de actividades basadas en el uso de video juegos para promover la lectura en inglés?

Annex O. Sample of Coding Through Atlas.ti

The screenshot displays the Atlas.ti software interface. The main window shows a text document with the following content:

58
59 Observation 1. Students look confused about how to start reading and playing. For example, Student 1 tries to play first, in order to check the gameplay and get used to the control of the video game. Besides, Student 1 said he has already played a video game which was similar to the one played in the classroom. Student 4 is asking for help to other students in order to understand how to play in the video game. Student 2 tries to press every bottom or icon in the screen in order to understand the gameplay. Most of the students are only trying to understand how to play the game without looking at the reading. Most of the students are exploring the video game but with specific interest in the controls and the characters.

60
61 S:1 Teacher ya sé cómo se mueven los muñecos. Esta chimba.
62 T: Please, try to look at the reading in order to complete the mission. Por favor ahora intenten leer para poder completar la misión. De lo contrario no van a poder terminar el ejercicio.

63
64 Observation 2. Student 3 is trying to read and look for common words in the video game. She said that she found words which look like in Spanish. For example, click, move, marines, Command center. She said that now she knows some commands of the video game and what they are for. However, most girls look like they are having problems dealing with the video game.

65
66 Observation 3. Student 1 reads and comprehends some words and sentences. He is quite advanced compared to his peers. He said the reading is easy for him to understand because he has already played some games like this one. Student 1 has already comprehended the most of the first paragraph of the reading and it is trying to understand some other words which are not in the reading but they are in the video game. He said that it is difficult to understand these words with the video game because he hasn't seen it before in other video games.

The right-hand sidebar shows a list of codes with corresponding icons:

- Asking for information
- Exploring the game
- Giving instructions
- Classifying information
- Translating
- Using familiar words
- Relating information
- Relating words with images
- Background knowledge