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Resumen

Los video juegos son herramientas innovativas y modernas que podrían beneficiar al aprendizaje de los estudiantes. Sin embargo, estos no son tomados en consideración por los el sistema educativo por creerse negativos para los estudiantes. Por esta razón el presente estudio de caso tuvo con objetivo principal mejorar el aprendizaje del vocabulario básico en inglés del estudiante a través de Minecraft Education Edition. Para este estudio se escogió a dos estudiantes de la escuela JAVIER Loyola que está ubicada en la provincia del Cañar. Las diferentes sesiones en las cuales fue aplicado el juego, se desarrollaron de manera virtual en cuatro diferentes fechas. Para la recolección y análisis de datos se utilizaron, entrevistas, diarios de campo y listas de verificación que fueron apoyadas por fotos y pequeñas grabaciones de las sesiones. Después del análisis respectivo de los datos y su triangulación se pudo concluir que el uso de MCEE puede ser beneficioso para el aprendizaje de nuevo vocabulario dentro del aula de clases. Sin embargo, también se encontró que este juego puede tener algunas limitaciones importantes como el dispositivo para jugar, el tiempo y la conexión del internet, que podrían impedir su correcta aplicación.

Palabras Clave: vocabulario, juego, MCEE, virtual, triangulación.

Abstract

Video games are innovative and modern tools that could benefit student learning. However, they are not considered by the educational system because they are believed to be harmful to students. For that reason, the main objective of this case study was to improve the student's learning of basic English vocabulary through Minecraft Education Edition. For this study, two students from the JAVIER Loyola school, located in the province of Cañar, were chosen. The different sessions in which the game was applied were developed virtually on four different dates. For the collection and analysis of data, interviews, field diaries, and checklists were used, which were supported by photos and short recordings of the sessions. After the respective analysis of the data and its triangulation with other authors and the perspectives of the researcher, it was possible to conclude that the use of MCEE can be helpful in acquiring new vocabulary inside the classroom. However, it was also found that this game may have some significant limitations that could prevent its correct application.

Keywords: vocabulary, game, MCEE, virtual, triangulation.

Table of content

Tabla de contenido

INTRODUCTION

Identification of the Research Topic/Problem

Video games are innovative tools that could improve learning. Widitiarsa (2008) states that "video games could influence lifelong learning due to the simulation opportunities and developing playing skills" (p. 5). However, they are not commonly used by teachers as a tool inside Ecuadorian classrooms, where unfortunately is hard to find enough resources to conduct a different class from a behaviorist one. In this type of class, the teacher spends most of the time talking in front of the class while students take notes about it, which has not relevant results nowadays. As English Proficiency Index (EPI) of the Education First program (EF) (2020) stated that "based on tests taken from more than 2 million people worldwide, Ecuador has the 18th position in Latin America and 90 out of 100 countries of the world" (p. 06). Uncovering that there are challenges in developing linguistic skills inside Ecuadorian classrooms. For that reason, it is essential to try to detect those facts that are making our level is stated in the lowest position around the world and make the needed changes to improve the English learning success.

According to Constante (2020), the pandemic came to classrooms unexpectedly, affecting face-to-face lessons. It showed us from the beginning that we were not prepared to deal with it. The decision to delete the informatics subject from the curriculum in 2015 was not adequate because if it was not done, the teacher and students could be more prepared to use technology as a support to carry out virtual lessons. Further, it was hard at the beginning to get used to the use of some programs such as zoom to conduct lessons, as some teachers had not had enough skills to do that and often had troubles solving unexpected troubles with internet failures. For example, in the school where this study was applied, the teacher was struggling with the use of

the computer and the ways to conduct a virtual lesson. It is not the same going to face-to-face lessons where you can conduct the strategies that were used to be applied and having a virtual class where the mode of applying them is entirely different because the teacher had to learn how to use the different resources that the internet had to offer and manage the class to have the best possible results. For those reasons, the behaviorist way of teaching, which is overused, is not enough to develop English language skills properly in modern days. It is essential to be aware of the new trends in the world and of the new fields of learning where students are involved and not ignore them but adapt those things to the lessons to make students feel comfortable while and interested while learning.

During the teaching practicum, which is being developed in sixth grade at Javier Loyola school – Azogues, it was possible to see different problems such as lack of motivation, variety of strategies, etc. _ that are affecting students' performance inside the 6th-grade classroom. However, the main issue that the researcher noticed is the lack of vocabulary that students have because this lack of knowledge often causes students to have difficulties trying to communicate their ideas and making simple sentences such as this is a chicken, this is a tree, cave, lagoon, and other relates to nature and elements of the house. Also, even if students know how to say a certain thing, they often make mistakes in spelling them. For example, they tend to write three, chiken, guolf, riber, ship, Etc. In addition, many students do not know English colors or numbers, as in most of the lessons where the teacher asked them to tell the color of objects or animals, they mainly answered in Spanish due to their lack of knowledge about them.

Holden (1999) states that "one of the most critical problems in foreign language teaching and learning is vocabulary learning, and perhaps one of the most challenging aspects for it is the retention of learned vocabulary" (p. 544). On the contrary, Alqahtani (2015) declares the learning of vocabulary as "an essential aspect of foreign language learning with an emphasis on the meanings of the new word" (p. 21). This means that students do not need only to memorize a word but understand what it exactly means to use it in real life. That is why it is essential to focus on strategies and methods that can help students to go through this, especially those who are recently starting to be involved in the English language (children). For that reason, there is necessary to go deep and know how students learn better this century.

Nguyen & Khuat (2003) establishes that "students are tired of learning vocabulary in traditional methods such as rehearsing, writing words on papers, or learning passively through teacher's explanations, and this has created several problems with learning skills" (p. 544). In other words, students do not want and like to learn with the same method all the time. Their role is primarily to pay attention, copy things from the whiteboard, and make activities with no sense to them because it has a negative impact on their acquiring skills.

Also, Bruner (1982) affirms that "the traditional English teaching puts teachers as the center all the time, mainly relying on class knowledge, which emphasizes the role of teachers too much" (p. 32). It says that it is a challenge for students to be creative to be critical thinking, and their participation is limited. Bruner (1982) states that the principal disadvantages of this method are:

The teacher is the center, and the teaching process emphasizes system and completion but few thinking spaces for students. Students are passive in the class teaching, and teachers cannot

take care of every student in class who has a different basis and interests. The primary

experience is insufficient or lacks of subjective experience. (p. 32)

From this, the researcher can differ that, nowadays, students are meant to be only passive

participants inside the classrooms, and teachers may not be aware of that. In this study, the

researcher pretends to make a difference of that, putting the teacher not as the center but the

student's preferences and needs because it is not a good idea always to generalize a class while

there is a variety of preferences in the course.

According to Jhonson et al. (2006) "both English and ICT have become essential literacy

skills for a growing number of non-native speakers of English to ensure full participation in the

information society, and the use of ICT in and for education is expanding rapidly in many

countries" (p. 05). From this, it is possible to differ that technology is not something that can be

ignored inside classrooms due to it has become an essential part of students learning and life

through the years. Therefore, it is necessary to know what type of technologies can be applied to

a specific group of students, in this case, sixth graders. Because it is a truth that there may be

some limitations in where technology should be controlled to do not become ha armful tool for

students.

Ibrahim et al. (2011) mention that learners are highly interested in using the games as

one of their learning approaches, which might be due to embedded game design characteristics

together with scaffolding concepts that offer immediate feedback to the student. That is why the

researcher is interested in using a video game called Minecraft Education Edition, which

promotes creativity, collaboration, and problem-solving in an immersive digital environment

Khouwayer (2020) to increase basic vocabulary about animals, colors, and numbers in students of sixth grade.

Regarding strategies for vocabulary problems, Altyari (2019) states as results that "students-participants ineffectively used vocabulary strategies such as by mainly relying on a bilingual dictionary, asking others to know the meanings, and so on. The study strongly recommends an incremental process of teaching vocabulary" (p. 25). While recognizing the context of the study, inside the sixth grade of school was observed that students were learning words, not as the previous author states; they were learning only by repetition and memorization, which seemed to be not engaging to them. However, there was possible to observe 3 cases with more issues than others because those students did not have the level required to be in sixth grade. In the first case, student 1 had problems acquiring new words due to the lack of concentration in the class; even if that student was trying to do that, he could not retain and use new words. The second was similar to the first one, but the student often used to have spelling mistakes in writing new words. The third case was identical to the other ones, but she showed much interest in learning through activities and not with traditional strategies.

Importance of the Study

Technology has evolved a lot through the years. With this evolution, communication, education, and entertainment have changed a lot, too, offering video games that have become part of the life of children. Amin (2019) states that "language teaching today, without the aid of the new technologies, may result in limited virtual or artificial learning experiences that do not fully address the needs of the learners and achieve the desired objectives" (p. 02). Essentially,

teachers must, therefore, pay great attention to the use of technology because technology bears a significant effect on the teaching and comprehension of language.

It is not possible nowadays to avoid thinking that students are engaged in playing unproductive video games on computers or their smartphones because, as they were at the beginning created as a way of entertainment. However, as it has evolved with the time, nowadays, games are applied to different fields as education, over the idea that they cannot be related, but like everything, there is always a line that games should not cross to have success on students' development. For example, Klimova et al. (2020) mention that "there are many negatives associated with playing in computer games, from neglect of physical activity, health problems, loss of real social contact and addiction" (p, 02). Also, according to Abarintos, et al. (2021) who conducted a study to find the challenges that students face with internet connection in virtual lessons, "internet connectivity will pose a big challenge among students for their online learning" (p. 65). From this, it can be differed that games have very adverse effects on students, and they cannot even be considered to be applied as tools to help students develop their learning skills; likewise as online games need internet connection, it may be a problem while conducting lessons. On the contrary, Griffith MD (2002) states that "playing video games have great positive potential in addition to their entertainment value, and there has been a considerable success when games are designed to address a specific problem or to teach a certain skill" (p. 47). For that reason, it is important not to generalize games as bad for learning development, but to see them as a possible innovative opportunity to reach this new student's generation. Nowadays, there are many types of games that are on the market; each one can have different purposes as only entertainment, developing skills, or to promote movies. There are some games,

such as Minecraft Education Edition that has been released and modernized specifically for teacher and students, having environments to learn and target goals for the lesson.

This game provides the player with tools for free constructive experimentation with the environment represented as it is in real life through "cube forms. Also, the game can be played in a multiplayer mode where students can interact and collaborate with each other, avoiding the lack of real interactions while playing. Cipollone et al. (2014) state that "Minecraft Education Edition" offers a unique opportunity for students to display their creativity and understanding of concepts in ways that are more feasible than if they were attempted in the real world" (p. 04). Then, it is an opportunity that we cannot ignore when we find a popular game for children that has become a valuable tool to conduct different lessons inside and outside the school.

For this reason, this study becomes essential to make a change inside Ecuadorian public classrooms since it is possible to find many studies about improving grammar, speaking, or students listening. However, there are not too many studies that go deep into gamification and its incidence inside vocabulary learning, especially in video games.

Second, this study aims to consider the students as the center of the learning process. In the words of Land et al. 1997) student-centered education "emphasizes the role of the student as an active participant in the educational process, where the focus is not on what the teacher is talking about, but on how the students use and develop his knowledge, skills and abilities" (p. 03). For this reason, the study will be according not to the teacher's role in the learning but to students' likes and preferences, taking into account the new trends and modern tools that the teacher may use to a successful student learning, as previous authors stated before. Also, from the results of this study, it will be possible to propose another method that teachers and schools

could use in their future lessons inside classrooms, as other ones around the world are doing already.

Finally, this study may be an option for institutions that have computer rooms to apply a different use to it, adding besides of informatics knowledge, a space where English teachers can conduct a class outside the classroom. Also, it may change the idea that video games cannot be played in that rooms because they may not have any educational purpose.

Objectives & Research Questions
Objectives:

General objective: To enhance Student's Basic English vocabulary learning through Minecraft Education Edition.

Specific objectives:

o   To describe sixth-grade students' knowledge of basic English vocabulary.

o   To assess students' perspectives about video games for English vocabulary learning.

o   To use Minecraft education edition as a pedagogical alternative to teach basic English vocabulary

o   To reflect on Minecraft Education Edition as a tool for improving Basic English vocabulary.

Research question:

General: What is the impact on sixth-grade students' knowledge of basic English vocabulary after playing Minecraft Education?

Specifics questions:

o   What is the level of knowledge in sixth-grade students about basic English vocabulary?

o   Which are the students' perspectives about learning English through online games?

o   What are the results of using Minecraft Education Edition as a tool for improving basic English vocabulary?

Literature Review

Background studies

Since video games started being a tool inside classrooms, many studies have been written to study their effectiveness in improving learning. In recent years, one video game called "Minecraft education edition," which was derived from a popular game called "Minecraft," appeared as an option to be applied inside the classrooms to become a tool for teachers to conduct different lessons such as mathematics, science, chemistry, and Languages too. Therefore, many authors have researched their success in an EFL class.

After conducting a study to discuss the use of MC as an educational tool in a formal educational setting in an English class, Cipollone et al. (2014) conducted a study with the aim of discussing the epistemological outcomes that arise when implementing video game technology, like Minecraft, in the classroom by presenting a research scenario where one English teacher from the Northeastern region of the United States used the game Minecraft to explore literary

concepts required by the state's core curriculum in the high school classroom. On it, they concluded that "some students were unsuccessful in the project due to unfamiliarity with the game and the lack of technological support of the teacher" (p. 05). So, this study pretends to avoid that situation by showing the importance of technology learning even for the teachers, because if they can have a good preparation in this field, they may be able to take advantage of the new trends and apply them to have a successful innovative class. On the other hand, a lack of constant learning may cause a delay in new ways of teaching.

On the contrary, in 2017, Karsenti, Brugman, and Gros conducted a study where 118 elementary school students from Quebec were enrolled to know how MCEE can transform learning. (Karsenti et al., 2017) demonstrated that supported, educational, and purposeful use of Minecraft can significantly benefit student learning. Notably, this gameplay project enabled the students to engage not only with the game but also with the pedagogical content. Students developed several competencies across a wide variety of fields. Therefore, a gaming approach appears to be relevant and applicable, not only in Québec and Canada but also around the world, as innovative countries such as Sweden are already doing. (p. 27). It can be related to this study because inside this class; it is possible to see that students are not interested in learning if they do not see an objective in the activities. So, MCEE can give the students different goals to achieve

while learning new pedagogical content. Also, this study demonstrated that this game is not only applicable to a specific group of students, states, or a country. For that reason, there is no reason why it cannot be applicable inside this Ecuadorian school, where there is a computer classroom that students and teachers may use to conduct these types of lessons.

Another study was conducted in 2021 by Sudarmaji and Yusuf to know the effect of Minecraft video game on Students' English vocabulary mastery. In this study, elementary students participated in groups of 10 due to covid 19. From their research, Sudarmaji and Yusuf (2021) concluded that "Minecraft could make the students in learning become better concerning the behaviors based on the results of students' observation, their reaction to the Minecraft application-based vocabulary learning was even much better than that the conventional method" (p, 35). From this, it is possible to infer that students can show an engagement and commitment when they are involved in a different learning environment than they are used to. In this case, when students play video games such as Minecraft, they will not necessarily waste their time but learn new things while having fun, even if they are conscious of it. The same authors mention that "most of the students also agreed that using Minecraft has made the learning easier, faster, exciting and happier" (p.35). Showing that apart from increasing learning, it is also a tool that can cause positive feelings in students generating a more accessible acquiring knowledge.

Theories

This present study will sustain two principal learning theories, constructivism, and connectivism. Connectivism learning theory, according to Downes (2012), "is the thesis that knowledge is distributed across a network of connections into its nodes, and therefore, learning

consists of the ability to construct and traverse those nodes connected into the network" (p. 322).

However, contrary to the common thinking of reducing connectivism to be only about technology, some principles are connected directly to learning. Vesela (2004) mentions "4 basic principles of connectivism that can be connected to EFL teaching and learning, for example, Diversity of opinions, learning is the process of connecting nodes, maintenance of connections and the ability to see connections" (p. 05). These principles can be connected to EFL as the following examples: Diversity of opinions can be associated with different vocabulary that students learn. Also, he mentions that learning is the process of connecting nodes, where the teachers could use a variety of information resources to gain knowledge. Next, Vesela (2004) also says that "the Maintenance of connections is essential for continuous learning; it means that without continual practice, our ability to communicate disappears" (p. 05). Finally, he stated that the ability to see connections is a basic skill because a foreign language cannot be learned just as a set of words and phrases, it is important essential to see the connections among the language networks.

It is possible to infer that connectivism is more than technology, where teachers can find support using a variety of information to transmit knowledge. Also, connectivism states that the learning of a second language cannot be learned only as a phrase or words without any connection, but having in my mind that practicing in a real situation where the language can connect in real situations among different networks.

On the other hand, this study considers applying constructivism learning theory which, in the words of Waseem (2021) "is the modern face of learning paradigms and it forms the basis of many theories proposed for adult self-regulated and self-directed learning" (p. 26).

In spite of this concept may not carry out its meaning in education and young learners as it is. For that reason, it is crucial to state a more specific conceptualization according to this study.

Bereiter (1994) states that "Constructivism is a theory based on observation and scientific study about how people learn. It says that people construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences" (p. 67). This fits with the implementation of this project because it is focused on a game where students will be involved in a natural context where they can have that authentic experience and will be able to reflect on it.

In addition, constructivism can be divided into different types as social constructivism, which in words of "(Vygotsky, 1978 as it was cited in Aljohani 2017) "social constructivism emphasizes that learning takes place through interactions with other students, teachers, and the world-at-large" (p. 101). From this, it is easy to differ that social constructivism states that students can not only learn by themselves but learn while they interact with their teachers and classmates. As in MCEE students will have the chance to work together in a multiplayer mood and share their knowledge while they complete a task, this social constructivism can be applied to enhance students' vocabulary learning and provide them the opportunity to learn how to work collaboratively.

Learning vocabulary trough games
On the other hand, there are many studies about vocabulary and its relation to games. Nurnaningsih, et al. (2018) conducted a case study where a popular online game was applied to enhance English learning vocabulary. For this study, the students in the 4rth grade in an elementary school in Indonesia were selected. From the results of the interviews and

observations, Nurnaningsih, et al. (2018) concluded that "the teaching method through applying Games to teach vocabulary fo4th-grade Elementary School is quite useful" (p. 07).

It shows that learning vocabulary cannot be done only by traditional strategies but by innovative ones which take into account students' knowledge and preferences. Also, learning vocabulary can become more accessible and more enjoyable for students; as Nurnaningsih, et al. (2018) stated in their conclusion "when teachers teach vocabulary with games, students were enthusiastic to try the application and were enthusiastic to try the newly introduced meanings of the games" (p. 07).

A similar study was conducted in Iran with pre-intermediate EFL learners. In this study, the students were divided into two groups. The first group studied vocabulary in the traditional way, whereas the second group studied vocabulary through a video game. From the results of the study, Salehi (2017) states that:

Instructional video games have better results than the traditional method in increasing learners' success in vocabulary learning. Teachers can apply different activities to help their students to have better retention. Using IVGs is an excellent and innovative way to encourage students and arouse their motivation, leading to increased learning and retaining words for the long term (p. 09).

From this, it is possible to differ that using video games has a significant impact on learning vocabulary. However, games not only help to get more words but retain them in a meaningful way for the learners, which is more important than memorizing words for a short time. Also, as games are interesting for children, it indirectly becomes a way to motivate them in the content taught in the class.

Game-Based Learning

Since an online video game played from a computer will be conducted, there is essential to know how that it can be related to education. According to Tang et al. (2009) Game-Based Learning is an "innovative learning approach applying computer games completed with educational value, it also covers games software equipped with educational intention such as learning aid, teaching improvement, and student´s evaluation" (p. 17). This statement can be understood as the GBL approach aims to use games as a way to conduct lessons differently than the traditional method by using new technologies such as computers and games focused on educational aids.

Also, Trybus (2015) defines games-based learning as "Game-based learning refers to the borrowing of certain gami ng principles and applying them to real-life settings to engage users" (parr, 01). It means that a learning which contains a game as a base to be developed does not necessarily need to be precisely as it is, without an educational target and unproductive. Game-based learning instead takes just game principles to be applied in the lesson in order to provide a more dynamic and entertaining experience for learners to acquire new knowledge.

To support this idea, Dinscore & Pho (2015) state that "Game-based learning is not just creating games for students to play, it is designing learning activities that can incrementally introduce concepts, and guide users towards an end goal" (parr. 1). These learning activities can be adapted from different games that already exist. For example, there is a popular game that is played in a competition on tv shows; in this game, there are two teams that try to guess words that are behind them with the help of their mates. This concept may be adapted to a vocabulary class where the students will be able to remember words that they have already learned in

previous lessons. So, in this way, a game whose primary goal is just to win a competition becomes a valuable and fun way to remember and evaluate students' vocabulary.

The same author states that "Game-based learning allows librarians to incorporate active learning into their instruction sessions, promote students' interest and engagement, and provide immediate feedback on performance" (p. 03). From this, it can be understood that Game-based Learning has more advantages inside the classroom; besides of being a great fun way to increase knowledge, first, it also can engage students in the lesson, catching attention and motivation to learn.

Next, Coleman and Money (2019) declare that "game-based learning can create student-centered learning experiences. Like video games, student-centered learning focuses on a participant's experience through engagement, providing an effective learning experience" (p. 02). It can be related with this study due to the teacher will be focused on the students and their preferences to learn to develop the different gaming sessions in order to engage and catch their attention to promote the willingness on learning through this modality.

In addition, Olander (2021) mentions five principles of game-based learning, "the failure dynamic, the flexibility dynamic, the construction dynamic, the situated meaning and build empathy" (parr, 03). These principles are meant to be used in this study, letting first the students make mistakes in a safe and comfortable way with the aim to get better and better while they build things and acquire new knowledge. Also, this game becomes different from others in the sense that old games had just one way to win. However, MCEE edition has not a one way to win itself because it was designed to allow students to develop creativity, becoming more open, and have multiple paths to success. Third, while playing this game, students can build something

with a purpose; it does not matter if it is a house, car, cave, a farm, or a city; there always will be a purpose to achieve in the game by adapting grammar topics. Fourth, during this gaming session, students will learn while playing with others in real-time, either by sharing materials, ideas, or knowledge. Finally, there is the last principle called "build empathy," which can be carried out in this study while students work together to achieve a goal. MCEE gives the students the opportunity to learn how to work together, and how to support each other, creating in that way positive nodes between them which can become into empathy among them.

Online Games

Modern society has adopted computers as an important social phenomenon, releasing online games that are being well accepted among younger and adults. However, it is essential to understand what online games are in order to know how useful they can be in an educational space.

IG Global (2021) states that "online games refer to games that are played over some form of computer network, most often the Internet. Online games can range from simple text-based games to games incorporating complex graphics and virtual worlds populated by many players simultaneously" (parr, 01). Hence, it can be said that these types of games that are played through an internet connection allow people to be connected to playing without the need of being face to face whereas enjoying a simple or complex game. For this study, the game that will be used is a complex one which offers the option to play while interacting and collaborating with each other.

In addition, according to Internet matters (2021), "Online games describe any video game that offers online interactions with other players" (parr, 01). These types of games offer people the opportunity to get connected with others through the internet, so they can experience being in

touch in real-time while they have fun. From this can be said that online games or online instructional games such as MCEE have the capacity to be adapted in a virtual mode as a strategy to maintain students in touch in a real-time, avoiding the disconnection of a social environment, and help them to learn while they have fun playing together.

Even so, there are still some divided opinions about online video games. Some authors believe that if playing video games becomes more than a healthy place to stay, it can affect people in some phycological and physical aspects. For example, Boyle et al. (2016) mention that "online gaming is also associated with sedentary lifestyles, poor sleep, unhealthy dietary habits and is a known risk factor for obesity" (p. 67). In addition, Chiu et al. (2004) found that "gaming addiction causes many problems such as violence in players, learning disorders, decreased academic achievement, health problems due to restricted or limited movement, visual disturbances, weakness in social relations, and decreased emotions and desire" (p. 571).

On the contrary, in the words of Nuyens et al. (2019), "Video game playing is associated with stronger cognitive abilities and certain positive neurological effects" (p. 389). Moreover, Helminsyah (2017) affirms that "online games can effectively enhance the knowledge and the skill in mathematics, reading, literature, science and ease the learning activity and homework. Besides, online games also bring a positive impact toward the social and cognitive development" (p. 374).

To sum up, as it was mentioned before, there are both advantages and disadvantages about online gaming. However, it is crucial to understand that the latter, which are presented by the first authors, may affect students only if that gaming exceeds the line between addiction and healthy play. For that reason, this study will use a game where the class and the activities that

students will develop can be controlled and limited by the teacher to do not overpass that line but to help learners effectively enhance knowledge.

Minecraft Education Edition
Before creating Minecraft Education Edition, Mojang released a previous game called "Minecraft" which by 2021 reached 600.000 of gamers. In the words of Petrov (2014) "Minecraft is an open world, exploration and building game, written in Java and released in 2011 for PC by a Swedish company Mojang created to the entertainment the for public in general" (p. 20). Due to the success that the game was having during the years, in 2016, this popular game was released, taking into consideration teachers and students as principal beneficiaries with the name of Minecraft Education Edition (MCEE)

Edward (2021) points out that:

MCEE is a game that uses block-based graphics with virtual design controls. It allows anyone playing to build virtual worlds in which they can then play as a character, roaming about freely, unleashing creativity, and engaging students in collaboration and problem-solving. Minecraft helps educators meet students where they are and inspires deep, meaningful learning across subjects.

From this, it is possible to say that MCEE promotes essential aspects inside the classroom, like creativity, collaboration, and meaningful learning from all subjects. MCEE allows students to play in worlds where they can build whatever they want, like homes, caves, making animals grow, and they can obtain materials from nature like wood, iron, and petrol. Etc. Which can help students learn even more vocabulary. At the same time, the MCEE edition allows and helps the teacher to have a controlled class through the use and creation of lesson

plans inside the platform. In these lesson plans, the teacher can write the aims of the lesson, the goals, the description of activities, etc. Also, MCEE edition offers different templates which contain guides, instructions, tasks, and tests for the teacher that are editable and can be adapted to the other goals of the class.

For example, students can learn numbers while they count the number of blocks that need to build a wall, or while they count the number of plants that they have in their gardens. Also, they can learn vocabulary about animals while they survive in a forest. Third, they can learn about colors while they build their own home, painting it as the color they like or completing puzzles that can be created as mini-games inside the platform.

However, cautions should be taken before applying a game inside a class. In the words of Jiea et al. (2021) "in the absence of proper planning, a video game-like Minecraft, which has substantial pedagogical benefits, would be ineffective because students will not want to stop playing without a reason if these precautions are not taken" (p. 135). In other words, it is essential not only to let students play the game freely because they could get lost in the idea of the game and not in the aim of the session. That is why it becomes essential to have a plan that must to be followed in the rule of the tomb to guide students to reach the goal of the gaming session.

Teaching and Learning Vocabulary

Rhalmi (2021) states that "traditionally, grammar is taught first; it has primacy over vocabulary. Vocabulary items were just vehicles to explain grammatical structures" (parr. 2). In other words, this kind of teaching gives priority to teaching grammar than vocabulary and uses it just as a one way to acquire those structures. Conversely, R iversin Nunan (1991) argues that

"the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication" (117). For that reason, it becomes essential to know and study better how to introduce new words successfully to learners.

Susanto (2017) concludes in his study that "before presenting the meaning or form of vocabulary items, teachers need to notice the type of the vocabulary, the student's level, and characteristics, and also the value of the techniques for the learners" (p. 189). Also, Nation (1974:27) states that a good vocabulary teaching technique has the following things: "(1) It interests the learners. (2) It makes the learners give attention to the form-meaning or use of the words. (3) It gives a chance for repetition" (p. 04).

However, students need to be taught methods for vocabulary learning too. According to Michael Graves (2000), effective vocabulary instruction includes:

Teaching specific words (rich, robust instruction) to support understanding of texts containing those words, teaching word-learning strategies that students can use independently and promoting the development of word consciousness, and using wordplay activities to motivate and engage students in learning new words (p. 219).

As the students in this study will be young learners, Huyen Ang Nga (2003) states that "games create a fun and relaxed atmosphere where young learners could learn fast and retain words better" (p, 02). And according to Allen (1983), "games are important in teaching vocabulary because they highlight the necessary and important words to achieve the objectives of the game" (p. 02). In other words, games help students to retain words easier. Due to they will

learn it with an objective while they have fun and are relaxed and not only stressed while they try to memorize words without any reason.

Vocabulary learning in the EFL classroom

According to Boogards & Laufer (2004) vocabulary learning in a foreign language or second language vocabulary acquisition is the process by which people learn vocabulary in another language after the acquisition of the first language (mother tongue). Considering its importance Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and for the acquisition of a second language" (p. 55). As McKay & McKay (2012) argue that building vocabulary brings considerable benefits as follows: The ability to express themselves precisely and be explicit instead of vague, understand people from other countries, the ability to grasp ideas, think more logically, dissect and examine others' ideas, and it helps the speaker to avoid repetition of words.

However, applying vocabulary is not only going to lessons and providing students with a list of words that they have to memorize but helping them to learn them. According to Alqahtani (2015), "teaching vocabulary is a crucial aspect of learning a language as languages are based on words" (p. 21). That is why it is crucial to pay attention to how we will introduce and teach the new vocabulary to students to help them retain new words better. An excellent example of it may be using songs, videos, or pictures that students can relate to the word in order to help them to understand the meanings faster.

Technology and Gamification EFL teaching and learning

According Alhumaid (2019) states that "the excessive use of technology might contradict many educational purposes if measures were not taken to limit the negative changes it could

cause to education" (p. 18). Arguing that there is also a dangerous part of this tool without its correct use or control. However, Figeroa (2015) relates that "the use of technology in education has become necessary to fortify the teaching and learning experience in the 21st century" (p. 37). Since we've experienced dramatic changes in the educational interests and the ways to reach different generations, so, it is necessary that education grows and gets adapted at the same time to the changes to get adapted to the new ways of learning. Kiryakova (2014) states that "Fortunately, nowadays, it is possible to observe teachers who are using gamification as a tool inside classrooms which can affect students' results positively, understanding the educational content and creating conditions for an effective learning process" (p. 01).

However, when it is heard about gamification these days, it is customary to think about video games like cars, wars, etc. Nevertheless, we never relate it to an educative purpose. For that reason, it is essential to know what it exactly means. Zichermann (2011) points out that "gamification is the use of techniques, elements, and dynamics typical of games in recreational activities to enhance motivation; as well as to reinforce behavior to solve a problem, improve productivity, obtain a goal, activate learning, and evaluate students" (p. 15). From this, it is possible to differ that this strategy was not only created to provide funny moments but increase motivation, productivity, and learning through different techniques related to a specific topic. That is why it can be applied even inside a classroom where those aspects are a clue to guarantee a good student's performance.

Starkey (2020) states that:

The gamification theory in education is that learners learn best when they are also having fun. Not only this – they also learn best when they have goals, targets, and achievements to reach for, of course, in a way the learner still perceives as fun (parr. 06).

However, there is not always easy to find games that can fit with these requirements, especially for children, who often find it hard to see a goal on them. Also, due to the virtual mode we are facing now, it has become even harder, whether because of the lack of knowledge about it or the difficulty level that has conducting games in this mode, where students often get distracted easily by external factors. Fortunately, a few years ago, a video game called Minecraft Education Edition (MCEE) was created where the teacher can have more control of the class and the students to avoid the problems mentioned before. Also, students could find a different and more comfortable way to face their lack of interest in the class; at the same time, they will achieve their goals, and go through learning troubles easier.

}Minecraft Education Edition for students

Edward (2021) states that **"**the gaming nature makes it immediately appealing and engaging for students, especially so for Minecraft, which is played by most children around the world" (parr. 8). It means that applying this game to students will not be complex but attractive initially because most of them know what it is about and have already played or seen videos on YouTube about it.

Also, according to some authors, this game has different benefits for students inside the classroom. For example, MCEE can support writing and reading skills due to inside the game

students will find many resources such as blackboards, and note sheets, where they can write information about what they have done, and they can read the instruction that the teacher has written to be done in the gaming session. Another example is that MCEE teaches the students the benefits of teamwork because there can be created activities such as building a house, growing plants, or surviving where students share and have to obtain different resources from the virtual environment to reach a common goal.

Thus, FunTech (2018) declares that:

MCEE can improve a child's creativity and imagination. This game allows students to create whatever they want, from a small hut to a big building. There is no limitation in what students can do, just their imagination. Also, there, students will find a game mode called "creative," where they will discover miles of resources that they can use without a limit, making the creation of things easier and faster (parr, 09)

Finally, MCEE helps to improve communication between students. During the pandemic, it was possible to realize that it was hard to conduct a lesson or activities where students could be involved as a team. For that reason, students were working most of the time on their own, facing their own doubts and far away from social contact with their classmates. However, as MCEE can be played online and in multiplayer mode, it does not matter if they are not physically in touch because they have the option to interact with others using a microphone and a camera. So, students can talk to each other, ask questions, solve doubts, help each other, get agreements and divide tasks to achieve a common goal.

Vocabulary and Minecraft Education Edition

Vocabulary skill is usually considered as an essential aspect of foreign language learners due to the lack of it may impedes a successful communication and understanding. Alqahtani (2015) declares that "the acquisition of an adequate vocabulary is essential for successful foreign language use because without an extensive vocabulary, a language learner will be unable to use the structures and functions we may have learned for comprehensible communication" (p. 183). Arguing in that way the idea that without having good vocabulary knowledge the learners may face problems while having a comprehensible communication, due to it leads students to make mistakes in structures and their functions to the language use.

Musa (2015) developed a case study using games like Minecraft (Mojang), and she concluded that "the participants developed new groups of vocabulary when they played this game, and that vocabulary acquisition occurs if the words are directly exposed to the player" (p. 176). It means that students can learn better if they are exposed to words directly than only reading them. When students play games such as MCEE, they will be using new vocabulary often, not just the vocabulary that was planned to learn in a class, but from the game which can be settled in English or the materials that they will be using to help with their constructions.

Sudarmaji & Yusuf (2021) concluded in their study that "most of the students in the experimental group agreed that learning vocabulary with Minecraft was better than the conventional method of teaching. Most of the students also agreed that using Minecraft has made learning easier, faster, exciting, and happier" (p. 35). This shows that applying this video game is flourishing and has a positive effect on students learning English due to it helps through the enjoyment to acquire faster and easier a new vocabulary. Also, in the conclusion of that study, it

is possible to differ that the students who learned vocabulary toward the game were able to get better results than the students who were taught using a conventional method. It shows that playing Minecraft Education Edition has already obtained positive results after being applied in an educational environment.

Methodology
Qualitative research
This study aims to implement a video game as a gamification Strategy in an EFL classroom to increase student's English learning vocabulary. Having that in mind, this research is centered on qualitative research, which according to Denzin & Lincoln (2008) "consists of a set of interpretive, material practices that turn into a series of representations, including field notes, interviews, conversations, recordings, and memos to the self, it means that qualitative researchers study things in their setting, interpret phenomena" (p. 15). As it will be a case study, qualitative research will help to explore the different cases through different data resources to explain different facets of the phenomena.

Additionally, Stickler & Hamper (2015) state that "the qualitative approach attempts to capture learners' experience, resulting in more detailed descriptions, deeper understanding, and more differentiated environment analysis" (p. 383). In this study, it will be considered first the students as the center of learning. Consequently, it is essential to know deeper about students' experiences, thoughts, and preferences to have a better understanding of how those different aspect can be carried out to enhance their development

METHOD
The present study will focus on a Case Study method defined by Yin (1984:23) as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context when

the boundaries between phenomenon and context are not evident, and in which multiple sources of evidence are used" (p. 02). Also, Mesec (1988) states that a case study "is a description and analysis of an individual matter or case with the purpose to identify variables, structures, forms and orders of interaction between the participants in the situation (theoretical purpose), or, to assess the performance of work or progress in development (practical purpose)." (pag. 01)The reason for using this method is that it captures a range of perspectives, and it requires a small sample to be effective in producing a relevant amount of data to analyze. Also, this study had a practical purpose due to the researcher applied a video game in order to see how the participants involved on it learned and acquired new vocabulary.

In addition, Monroy (2009) states that case studies are focused on a single individual or thing. However, this research will be used a multiple-case study due to 2 students will participate in it. Yin (2003) states "that multiple-case studies allow the researcher to explore differences within and between cases" (p. 548). The goal is to replicate findings across cases because comparisons will be drawn, and the cases must be chosen carefully so that the researcher can predict similar results across cases or predict contrasting results based on a theory.

Data collection methods
To collect data in this study will support instruments such as the following:

Techniques and instruments for data collection

Observation. – Planned to collect data from observing students' behavior and attitudes toward the interventions. Davis (2019) states that "an observation is a data collection method, by which you gather knowledge of the researched phenomenon through making observations of the

phenomena, as and when it occurs" (parr. 02). It will be applied from the beginning of the study to be involved and understand better the context where the study will be developed.

Observation sheets. - It will be used observations sheets to register the activities and behaviors that will happen during the implementation of the game for students.   Additionally, this instrument will help to report every single reaction or attitude of students toward their learning of the content that will be given and record how their vocabulary learning is affected. In Borysowich's (2006) words "an observation sheet is a method of gathering data that uses a structured form to record data based on sample observations" (par. 01).

Field diaries. - They will be used to register descriptive and reflective notes about the lesson and how students perceive the learning process, how the students behave while playing and what improvements can be made to make the learning better. Besides, it will include the researchers' perceptions about how students are learning vocabulary through the implementation of MCEEE. Holmes (2021) states that "field diaries are written observations recorded during or immediately following participant observations in the field and are considered critical to understanding phenomena" (parr. 02). For the application of this instrument, it will be taken into account the students struggling during the gaming sessions, their behavior, the success of the activities, and the good and limits that this session gaming may have to be applied as an alternative way to learn inside the classroom.

Checklist: This method of collecting data will be implemented during the gaming session to gather information about students, behaviors, knowledge, ability to use online games, and the improvements that may be done in order to improve their vocabulary acquisition.   According to LDAOeng (2021) "Checklists set out skills, attitudes, strategies, and behaviors for evaluation

and offer ways to systematically organize information about a student or group of students" (parr. 04).

Videotapes. - In this study, audiotapes will be used by the researcher as a way to record the participation and role of the students in the activities that they will do in MCEE. Perlberg (1968) states that "video recordings provide authentic feedback of classroom interaction to improve teaching and learning" (p. 39). Videotapes will also help the researcher to go into the gaming session again to do not ignore essential details that can be a clue to the analysis and the result of the data.

Interview: It will be used at the beginning and the end of the study to learn about students' perspectives on learning English through games. They also are focused on the students' knowledge about technology, their English vocabulary level, their interest in acquiring new words, and their time consuming while playing video games. Finally, interviews with the teacher will be carried out too, to learn about the use that the computer room in the school has, students' weaknesses while learning English, the success of using online games during the pandemic, the activities which help the student more to remember new words and the English vocabulary level that students have in 6th grade of school. Since Bhat (2021) states that "an interview is generally a qualitative research technique that involves asking open-ended questions to converse with respondents and collect elicit data about a subject" (parr. 01). For that reason, the researcher considers that this instrument will help to collect meaningful data from students and authorities of the school as well.

Guiding questions. They will be used to know more profound the students' thoughts and feelings about the intervention. Caitriona (2022) comments that "guiding questions are designed

to explore a topic in greater depth and encourage them to elicit understanding by thinking deeply about the topic. Students must use their judgment to determine the answer" (parr. 05)

Participants

For this study, two students have been selected from the 6th-grade class. The researcher chose the students according to the following facts: knowledge of basic vocabulary, willingness to participate, technological tools, English level, troubles with vocabulary, and preferences to learn.

The first student who has 11 years old (EST001) was selected after the observations that the researcher did, where it was possible to observe that he had a problem when the teacher asks to get concentrated in the class; consequently, he used often talked with his friend, bother others and make noise in the class. For that reason, his development in English lessons is not as it should to be because his knowledge of words is low compared with the A2.1 that he should have. Also, despite knowing how to say a word in English, this student often relates the English words with Spanish at the moment to write them. For example, Yellow = Yelou. Next, it was possible to observe that the student gets more interested in English lessons when he is actively participating by playing games or making competitions. For example, the students like playing games such as back to the board, hangman and board race. However, in the interview, which helped to state the cases, he said that he likes playing video games on his cellphone from which he can sometimes learn something useful. For instance, he enjoys playing Call of Duty and Survival craft, which are very similar to Minecraft.

The student number 2 (EST002) is 11 years old, and his English level is not suitable for the 6th grade of school. This student's case is different from the others because as they know at least 10 or 15 words in English, this student barely knows how to say "Hello" or "Good

morning." From the observations inside the class, the researcher uncover that the student does not pay attention often, he always is doing something different to the tasks in the English subject, and generally, he also distracts his classmates. In the interview that the researcher conducted, it was discovered that this student enjoys playing video games on his mobile device because he said that he spent time playing "MINECRAFT" 1 hour per day due to he can develop his creativity by building inside the game. Also, when he was asked about being willing to learn through video games, he immediately showed an interest and commitment to do that. For those reasons, the researcher aims to solve this lack of engagement by increasing the student vocabulary in a field where the student feels comfortable and can get interested in the tasks that the teacher asks to do in order to improve his vocabulary knowledge.

Stages of the study.

Determining the case study

To implement MCEE in the case study, the first step is to observe, analyze and define the cases that will form part of it. It will be carried out through the students' knowledge, from the interviews with the students and the teacher. Additionally, there will be taken into account the observations inside the classroom during the different activities that students will do, in order to select those students who, have more troubles acquiring new vocabulary. Finally, in this step, the literature will be revised by the researcher to understand and explain better the problem and the context.

Selecting the type of case study

After the observation, it is crucial to decide the type of case on which the study will be focused on. It will be carried out according to the study purpose. According to Yin (2003), there are different types of cases studies, such as Explanatory, which tries to explain casual links in real-life interventions that are not easy for the experimental strategies or survey, and Exploratory, which means to range over situations in which the intervention being evaluated has no clear, unique set of results, Descriptive that is used to describe a phenomenon in the real context where it happens, and Multiple case study, which enables to explore differences within and between cases (p. 01). For this research, as the participants will be three students, this research will focus on multiple case studies, which will center on the processes of search, investigation, and systematic analysis of one or more cases.

Defining research questions

The next step of the study is to formulate the research question that will be done according to its paradigm. As it will be qualitative research, the questions are focused on concepts such as describe, reflect, and understand. It is crucial to consider that the case study research questions must address the substance of what it is about.

Qualitative Coding

In the words of (Saldaña 2015) coding is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (p, 03). Similarly, Sharon (2004) states that coding is "as a systematic process in which researchers try to condense vast datasets into smaller analyzable units, creating categories and concepts obtained from the data" (p, 137). This coding is meant to be used to relate the data with the purpose of the research in an organized way, discovering the

relationship between codes. Also, this method is essential to identify specific parts of the texts - interview transcripts, focus groups, etc. - and associate them with specific codes that in turn, are related to a specific topic of interest for the project that is being investigated.

Data Analysis- Triangulation (concept)

To ensure the validity of the study, the researcher will use the triangulation of the data, which is a strategy for increasing the validity of evaluation and research findings in qualitative research. This triangulation will be carried out by comparing the results obtained, the literature in which the work is supported, and the researcher's analysis and interpretation of the study. Case study research is particularly appropriate for generating an in-depth understanding of complex problems across the dimensions of people, places, and spaces.

As in this study, there will be taken three students from a sample of 24 students, they may exist doubts about how viable and valuable the investigation is going to be. For that reason, to respond to the criticisms about the lack of rigor in case study research, triangulation between theory, data collected and the perspective of the researcher has been widely recommended as it strengthens case study research.

The analysis and interpretation of the data.

The interpretation of the data is essential in a study; for that reason, it is crucial that it is done correctly. This step involves taking all of the data collected and organizing the data for an effective analytics strategy. At the end of the study, the researcher will compare the research question with the data collected to interpret the importance and implications of the results and to know if they can be applied to other cases.

RESULTS

In this chapter, there will be presented the results of the research by the triangulation method to compare and contrast them with theories and the perspective of the researcher.

In order to present these results, there will be three different categories that emerged from the data, behavior, use of vocabulary, and limitations. As it was mentioned previously, for this study were choose two students who have similar problems but different knowledge as well. For example, the first student (EST001) struggles with getting focused in the class, which causes him often speaks or interrupt in lessons. Also, he often relates the English words with his L1 language which is Spanish, and commits mistakes in spelling and speaking. Last this student showed a high interest in video games and learning through them. According to the second student (EST002), he presents a lack of vocabulary due to his range is very low to be in 6th grade. In addition, he often makes noise in the class or does different tasks such as math homework, painting, or drawing in his notebook, showing that he is not interested in English lessons. However, this student has an advantage because he has told that he is a fan of playing Minecraft, the original game. So, this experience may make it easy for him to get involved in the class or to use the game on his computer.

Behavior of the students in the gamming session:

Figure 1.

Triangulation for the students behaviour.

Students were motivated to learn through the game.
Students were engaged in the activities.
Students feltrs curious about learning while playing.
The participants were confused about playing.
Students were excited and focused on the activities they had to do
Also, they were cooperating to each other.

Author

Salehi (2017) " that Instructional video games have better results than the traditional method in increasing learners' success in vocabulary learning"
Edward (2021) "MCEE is a game which unleashes creativity, engages students in collaboration and problem solving"
Starkey (2020) "learners learn better when they have goals, targets, and achievements to reach for, of course, in a way the learner still perceives as fun".

Researcher prespective

Students were happy and enjoyed the session.
Students were participating by asking questions and helping to each other.
Students were involved in the activities.
They showed to be willing to learn,
They were confused about how to play and the goals of the game.

After analyzing the different data collected, there are different results according to the student's behavior while learning through Minecraft Education Edition (MCEE). First, before and while applying the video game, it was always possible to observe that students were motivated and interested in this different way of learning. From de interviews, Field diaries, and Checklists, it is discernible that different attitudes appeared while the application of the game. In the first Gaming session applied on July 4 and 5 about the "three house," both EST001 and EST002 generally were motivated to learn due to they had the willingness to listen to the instructions of the teacher, they showed passion because they did the tasks because they wanted it and not because as a mandatory order, and showed interests to learn the words not to pass a test

or to get a grade but because they understood that those words were going to help them to play the game and complete the assignment successfully.

These results fit with the study of Salehi (2017) who mentions that video games have better results than the traditional way of teaching because it also increases the willingness to learn, leading students to learn and retain words for a long term. However, it is essential to mention that students looked confused about the goals and game use at the beginning. For example, as MCEE is a game derived from a Popular game called Minecraft, students had the freedom to do whatever they wanted but completing specific tasks using English. However, it did not happen at the beginning because students believed they just had to play randomly. Especially the EST002, who had knowledge about Minecraft; as soon as the game started, he was building things that were not in line with the goal of the class. Also, in the first session, as the students told in the interviews, they were used to play on their cellphones but not on a Pc; for that reason, the first days, they struggled with using the keyboard and the platform. In addition, there was a problem in the gaming session when the students got lost in the world template and found it hard to find the space of learning again. It caused that students to lose time and could not complete the tasks. It was especially the behavior of the EST002, who as it was mentioned before, he already knew the game. So, he was doing the task but at the same time he was exploring near areas of his house as caves, rivers and lagoons. According to the EST001, as he was curious and the creative mode of the game allows flying, he also was exploring around his house and got lost when he forgot the way to the space learning.

Nevertheless, as students were involved in the class, they had an active role in the whole class; they were participating, asking questions in order to solve doubts, the tasks, and willing to learn more words. In addition, although it happened in the previous gaming sessions, it was on

the third one where the students showed emphatic toward each other, making agreements to finish their tasks faster. To be more specific, in the session where they had to build, paint and name the parts of their own dinosaur, students realized that it was going to be a little bit tiring to build their dinosaurs by their own; the EST001 proposed to the other to make a team to work in that session. So, they decided to help to each other by building and painting their animals in order to make them faster, showing in that way a sense of collaboration inside the game. This fits with what Edward pointed out in 2021, saying that MCEE is a game that unleashes creativity, engages students in collaboration and problem-solving. Also, from the data collected in the fourth gaming session, where students played in a world called "Cambridge adventures," it was possible to see that students tend to be more focused while they have a goal to achieve, or when their learning is being led by the principles of gaming. For example, in the last session, students had not only one target to reach as in the previous lessons, but many of them such as guessing puzzles to continue to another part of the task, helping the guide inside the library, help different villages who had different problems and requirements, etc. All this to assist a town to have water again. This last result can be related with what Starkey stated in 2020 about gamification, saying that learners learn better when they have goals, targets, and achievements to reach for, of course, in a way the learner still perceives as fun. However, it is also important to mention that there were some problems while trying to understand the instructions that the NCPS were giving to them due to some of them had a vocabulary that was not adequate to them. For that reason, students felt uncomfortable to being stopped for the lack of that vocabulary. They asked questions and were using a translator to understand some words well.

From the perspective of the researcher, video games help students significantly to get focus on the class due to they are acquainted with these types of activities as a leisure time. Also,

it was possible to observe that if the students are motivated in a lesson, it can lead them to be more participative, critical, and independent while solving problems by their own or with their friends. Also, it is essential to mention that students' cooperation was an important factor in developing confidence among the students because they started trusting on each other and having a good relationship as classmates and friends. Cooperation also helped them to find solutions and find the answers to doubts they had about the game or the tasks. Next, during the third session, students had an excellent response to the variety of tasks they had to complete, but they were a little bit stressed about understanding the instructions or requirements of some villagers inside the game due to the high level of them. For that reason, the researcher considers it appropriate to create activities according to the student's English level in order to prevent them to feel uncomfortable or to cheat using a translator. Last, from the last gaming session, it was probed that students learn better when they have a specific interesting target to reach in the class, because differently to traditional learning, the new content was presented in an exciting and challenging way for the students.

Use of the vocabulary on the gamming sessions:

Figure 2.

Triangulation for the use of the vocabulary on the gamming sessions.

Students tend to have mistakes with the words.
Students have a wrong pronunciation with new words.
Students learned extra words.
They were practicing their reading skills.
They have problems with spelling.

Author

Musa (2015) "the participants developed new groups of vocabulary when they played this game, and that vocabulary acquisition occurs if the words are directly exposed to the player"

Researcher prespective

Students could learn better because they were using the new vocabulary in a real context

From the data collected there is possible to highlight the use of the vocabulary while the students were playing the game. From the field diaries and checklist, it was possible to see that in the first and second sessions, students had problems with spelling, reading, and pronouncing the new words that they were practicing. In the third session, students had fewer difficulties writing the words but still had few mistakes to correct. For example, while writing the word "jead" they related the "h" with the Spanish sound of "j" writing in that way incorrectly. Thereby, at the beginning of the gaming sessions, the words were presented by the researcher by showing the students real examples of them and using the reader that the game has in order to help students to learn them easier. In addition, students were asked to use the words while making a conversation with the teacher or their classmates, which helped them to learn faster how to say them. However, when students were asked to write the words next to their real object, they tended to

make mistakes writing them. It was possible to observe that students tend to relate often the sounds of their mother language (L1) while spelling words in the second language (L2). For example, sheep = Ship. Especially the EST001, who presented problems on differentiated the two languages' spelling.

According to the second gaming session, as the students were playing the game in English, they started learning another group of words without being aware of it. For example, view, insert code, search, fly up, fly down, forward and inventory, which are words that they most were seeing to learn how to play the game. This result matches with Musa (2015), who concluded that her students developed a new group of words while playing MCEE when there were directly exposed to their use and in a real context.

Regarding to the third session, the students had as a task to use the vocabulary about the part of the dinosaurs, but before doing it, they had to build one and paint each part with a different color that they had already learned during the gaming sessions. In this activity, the use of the vocabulary was practiced by taking into consideration the correct spelling of the words because students had to write them in a big way in front of each part. So that helped them to be more aware of the correct letters of each word. However, it was possible to observe that students had at least one mistake in each word, so they had to break up the blocks and start writing the words again by going to the big blackboard to see the correct spelling. For example, they tend to write "clans" instead of "claws" or "scals" instead of "scales." Next, when they were reading the words while presenting, they often read them as if they were in Spanish. In addition, the researcher asked the students to differentiate the parts of the dinosaur by painting them with a different color in order to have an organized task. Surprisingly, it made the students to practice not only the vocabulary of the session by another one. The participants were talking to each other

to get an agreement on the different colors, saying, "I will paint the tail yellow, blue or purple," and "The spikes black or orange." Last, during this session, the students had not a significant practice of the vocabulary because it took to them more time to build the dinosaur than to practice the different words.

During the fourth session, students had few problems, such as trying to read what NCP (non-player character) was asking them to do because there were words that they had not seen before. However, they tried to decode the different tasks by seeing the words they knew and watching the representations of the instruments they needed to get. For example, if an NCP asked them "bring a STRING to pass the bridge," there was a picture about it to help them to understand what they needed.

The results showed that learning vocabulary through MCEE is possible, but it is crucial to put them into a real context, and students must be exposed to it. In the lessons, students had problems with spelling, but they knew how to pronounce them while using the reader on the platform and with the help of the teacher. However, it cannot be ignored the fact that students would need more practice with the words in order to do not make mistakes in their spelling. Second, it is highlighting and worth to mention that being exposed to an environment where students are involved 100% in the L2 as MCEE offers, it may help students to learn other words apart from the ones planned for the class, increasing in that way their range of terms knowledge. Next, in the fourth session, it was possible to see that if students are engaged and focused in a lesson, they strive to overcome the walls that they may face while learning, an excellent example of this is when they tried to understand the different instructions that the NCPs were giving to them to continue advancing to the next task they had to do. Also, it is essential to mention that Minecraft Education Edition was made thinking about those problems that students could have

while understanding new vocabulary. For that reason, there is possible and valuable for students to find a representation of what they have to do or to get from the tasks in order to help them to understand better the new vocabulary required. Finally, it is worth to mention how the students acted while using the video game to learn new words. Overall, the student's attitude while being corrected or using the tools that the game offers them to face the difficulties while learning new grammar or words was good. It was observed that the students found it relatively easy to use the reader tool and were even asking the teacher how to pronounce or write a word in order to avoid mistakes. From the perspective of the researcher, the good response of the students during the process of learning new words was promoted by the interest and engagement that the students have while playing video games. They often looked and found it exciting to know what was going to happen next or what they were going to do and learn from the game. For example, students liked using the reader tool when they wanted to remember the correct pronunciation of a word either to present their tasks or to use the word to interact with their classmates or asking questions to the teacher.

Limitations of the gamming session

Triangulation for the limitations on the gamming sessions.

Problems with the Internet connection.
 Lack of knolwdge of the teacher about the Game.
Not enough time to complete the gamming sessions
There is needed a PC devise to play

Author

Abarintos et al (2021) " internet connectivity will pose a big challenge among students for their online learning"

Researcher prespective

Previous training for the teachers and students.
 internet connection can be a problem.
The need of a PC devise may be a problem for some students in a virtual mode learning.

During the application of the gaming sessions, there have emerged different limitations that hindered the different activities. First, it was feasible to observe that prior training was needed for both the teacher and the students. In order to take advantage of the MCEE edition, it is necessary that both teachers and students have a prior preparation in the use of the computer, codes and in solving technological problems, which may demand time. Also, it is worth to mention that during every session, the internet connection was a factor that avoided students to understand some instructions to play fluently, and it took time for them to sing in the game, giving in that way more strength to the conclusion of Abarintos et al. (2021) whom found that it is a big problem that students may face while having online activities. In addition, MCEE edition is a game that can only be played on a PC device with an upgraded software such as Windows 10. For that reason, it may be a problem to ask students to connect through it when they may not have one. Also, having a not appropriate system otherwise it may cause issues of lag or late

answer while playing. However, this problem can be solved by using the computer room, that in the words of the school teacher, students can access by asking for it to the principal. Last, there are some activities that demanded more time than it was planned first; for that reason, it was necessary to ask the students to finish the tasks either for their own if they were easy or to complete the next day, losing time to complete the other activities. For example, in the three houses, which was the first class, the session was delayed because of the first connection problems and the lack of knowledge of the students playing on a computer. Thereby, this class took almost two sessions to be completed. It was similar with the creation of their own farm, where the students could not complete the activities due to the time it required, the time of the session, and their ability to play on a Pc. But, for the third and so, the latter problem started to disappear because students got used fast to manipulating different controls. Last, it is essential to mention that at least for the first times of using this game, it may be appropriate to conduct it in a face-to-face mode because during the first sessions, it was a limitation to answer and help students correctly while being in a virtual mode. Instead, it can be more helpful to be there to face with the unpredictable situations faster and better. Otherwise, it may take much time to deal with more limitations as internet connection at the same time and even with the lack of knowledge of the students to solve complex problems with their computers or the login process due to it may be affected for devise use.

From the perspective of the researcher, there are some things that are important to have in mind before applying MCEE edition as a tool in a class. First, MCEE education is a game which needs a prior preparation of the teachers and students in order to take full advantage of it, but it requires time that may not all schools and teachers are willing to spend on. Also, as it was mentioned before, the internet connection is an essential factor while applying a successful

lesson with the game; due to if the students want to interact with each other or with the teacher, but they are not able to understand each other, it decreases the success of the application, because students may misunderstand what they exactly have to do. Next, as it is a game that requires a computer only to be played, that is why it can become a disadvantage for those students who do not have one when a home lesson is planned. However, if the school in which MCEE wanted to be applied has a computer lab, the English teacher may ask to the principal to use them in order to conduct a gamming session. Finally, although it was not serious as having regular face-to-face lessons, it is important to point out that playing online through zoom may avoid having that experience of being face-to-face because it becomes hard to help the students completely; neither for the internet connection or the lack of the accessibility to see where exactly students are struggling in.

Discussion

Based on the findings, it is possible to say that the results obtained during the gaming sessions and the analysis of the data collected may answer the central question of the thesis "What is the impact on sixth-grade students' knowledge of basic English vocabulary after playing Minecraft Education?". During this period of time, different instruments such as interviews, field diaries, and checklists were applied in order to know until to what extent the study answers this question. These results showed that the finding of the different authors as Karsenti and Nurnaningsih are similar to the results of this study. (Karsenti et al., 2017) stated that his research demonstrated that supported, educational, and purposeful use of Minecraft can significantly benefit student learning. Notably, this gameplay project enabled the students to engage not only with the game but also with the pedagogical content and cooperation. From the different sessions, but especially in the session number three, it was possible to observe that

students in this case study fulfilled what the author mentioned when they made agreements and decided to form a team in order to complete the task assigned. Also, in the findings, there was observable that the student who had more knowledge helped the students who had not played the video game before. It also contrasts with the idea of Cipollone et al. (2014) who concluded in their study that "some students were unsuccessful in the project due to unfamiliarity with the game and the lack of technological support of the teacher" (p. 05). Because apart from the help that the students received from their classmates, the researcher was also involved in helping students to understand the game, providing information about it, and answering questions from the participants in order to ensure the good development of each session.,

Next, this study clearly demonstrated that learning through a video game (MCEE) can notably improve the engagement and the motivation of the students to the pedagogical content, due to the students who had problems with concentration and being involved in the class while learning through the traditional method, had a good response while learning through the game. Similarly, Sudarmaji and Yusuf (2021) and Nurnaningsih et al. (2018) concluded that MCEE makes students be better students better concerning their behavior, they were enthusiastic to try the application and to try the newly introduced meanings of the games to the teaching. According to the results of the data and the analysis of them, students always showed being interested in learning through gaming, not only by paying attention but by participating, helping, and striving to fulfill the targets of each session.

Next, as MCEE edition is a game created for education, this game offers conduction sessions in an organized way, having a goal, lesson plan, and tasks to be completed. During the gaming sessions, the researcher realized that the participants found it easier having organized activities for the classes because it gave them a purpose or a goal to

reach while playing and having fun. In addition, this game offers the opportunity to the teachers to use NPC, whose objectives are to provide information and instruction for the students to complete a task when the teacher is not available. Also, students were guided not only by the teacher but for blackboards that contained information, making it easier for the student to understand and solve their doubts. According to the teaching method used in this study, Gamification and game-based learning, Salehi (2017) concluded that Instructional video games have better results than the traditional method in increasing learners' success in vocabulary learning. Teachers can apply different activities to help their students to have better retention. As it was proved, MCCE can be considered as a game in where the teacher can have a controlled and instructional class where students have different activities apart from building, such as solving puzzles, writing, reading, practice pronunciation, and painting in order to enhance their learning for a long term. This contrasts with what Boyle et al. (2016) mention "online gaming is also associated with sedentary lifestyles, poor sleep, unhealthy dietary habits and is a known risk factor for obesity" because as soon as the game can be controlled as MCEE can be by programming time to play and controlling the student's participation, it won't cause bad effects on students. Also, Trybus (2015) defines games-based learning as "Game-based learning refers to the borrowing of certain gaming principles and applying them to real-life settings to engage users" (parr. 01), as the failure dynamic, the flexibility dynamic, the construction dynamic, the situated meaning, and build empathy" (Olander 2021, parr. 03).

From the findings in the study, it was possible to see that those principles can be applied in the game MCEE successfully. An excellent example of this is when students had as a primary

goal to help villagers from a town to recover the water they needed. In this activity, students were following the different gaming principles when they had the opportunity to fail but to continue trying to solve puzzles. Also, this game is flexible while giving the students the chance to explore and express their creativity. Next, students were able to construct their own knowledge by solving and overcoming problems together. This game allows creating meaningful activities through the different types of activities that a teacher can make there, taking into consideration students' preferences. Next, from the gaming sessions, it was possible to see empathy between students while helping to each other. Finally, students said that it was good to have specific tasks and objectives while playing the video game because it gave them a guide on how to learn new content in English without being bored but enjoying the class. This fits with what Starkey (2020) said about Gamification, "The gamification theory in education is that learners learn best when they are also having fun. Not only this – they also learn best when they have goals, targets, and achievements to reach for, of course, in a way the learner still perceives as fun".

About Minecraft Education Edition, Jiea et al. (2021) state that "in the absence of proper planning, a video game-like Minecraft, which has substantial pedagogical benefits, would be ineffective because students will not want to stop playing without a reason if these precautions are not taken.""However, in this study,a proper planning and time limits were put into practice in order to avoid misuse of the game of the students who were mostly following instructions and focused on the tasks.

Regarding to Vocabulary learning, Rhalmi (2021) states that "traditionally, grammar is taught first; it has primacy over vocabulary. Vocabulary items were just vehicles to explain grammatical structures" (parr. 2). However, it was not affirmative in this study because it was

hard for students to understand basic instructions in present simple or verb to be. Nonetheless, what helped them to know what to do was the new vocabulary they were learning and the previous knowledge of some words, which students used as keywords to understand better their role in the different tasks.

Regarding technology use Figeroa (2015) relates that "the use of technology in education has become necessary to fortify the teaching and learning experience in the 21st century" (p. 37). According to the results obtained, I could say that it is true because it showed that technology might solve attention problems of the students if the teachers are able to use it appropriately. We should not see technology as a wall for learning but as a helpful tool which worth to be taken into consideration.

About MCEE, the results show many similarities with the previous studies of other authors, for example, Musa (2015) concluded that the participants developed new groups of vocabulary when they played this game, and that vocabulary acquisition occurs if the words are directly exposed to the player. In this study, students also were able to learn other words than the planned ones while using and playing on the platform. For example, due to the game was entirely in English to them, they were exposed to the language from the beginning, which helped them to use the langue and learn other words such as view, insert code, search, fly up, fly down, forward and inventory, strings, sticks, etc. Finally, Sudarmaji & Yusuf (2021) concluded in their study that "most of the students in the experimental group agreed that learning vocabulary with Minecraft was better than the conventional method of teaching. Most of the students also agreed that using Minecraft has made learning easier, faster, exciting, and happier" (p. 35), which were similar answers from the participants in this study. When they were asked about their experience learning with MCEE, they said that they liked using a game to learn because they were exposed

to a real context, and using the new vocabulary often helped them to learn those words faster than being stressed memorizing a list of words. Also, the students agreed with the fact that Minecraft Education Edition could also be used as a tool inside the classroom because they found it was interesting, funnier and helped them more to get concentrated than being in a class where they often have a passive role writing, reading, listening and memorizing words for a specific

CONCLUSIONS

This section gathers all the information and the results I got during this study. It aimed to enhance Student's Basic English vocabulary learning through Minecraft Education Edition and describe the impact on sixth-grade students' knowledge of basic English vocabulary after playing Minecraft Education Edition. Based on the qualitative analysis made, it can be concluded that Using MCEE can significantly help the students to obtain better results than being taught through the traditional method. Especially to those students who have a low English vocabulary level. It happens because this game gathers the principles of a game combined with pedagogical ones and tools, which can make it more than a regular game to spend as leisure. Students first and foremost showed a significant interest in learning through a video game, even if they were confused about how it would be.

For that reason, since the first gaming session that we had, they were completely involved in the activities, participating, giving opinions, asking questions, and helping each other to face difficulties. In addition, despite the technical problems that the gaming session could have, there was always a good response from the students by trying to solve doubts on their own when they could not contact the teacher. Also, it is essential to mention that using MCEE may help students indirectly to learn more words due to if it is configured to be in English, it allows

them to learn more words from the game (keywords of instructions and words from the variety of tools it offers to them to use). Next, according to students' perspectives on learning through a game, MCEE edition is a valuable way to learn English content, avoiding feeling bored and tired but being engaged, motivated, and having fun which is essential to catch their attention in order to obtain better results in the class. In addition, this game can help those students who have problems on being concentrated in the class due to they have always an active role neither building, reading, listening or asking questions.

Limitations.

As it was mentioned in the results, there are some problems that can avoid applying the game successfully. The first one is the internet connection and speed; these two facts were present in most of the sessions, either for the students or the teacher. To give an example, there was a student who had a problem with his internet during a session, so he could not listen to the instructions and the explanation of the tasks. However, it was possible to use the chat to solve this situation; in addition, they had the instructions written often on a blackboard inside the game. Last, as it was mentioned on the results, students had initiative to solve the troubles they had by researching, asking each other or only tasting what they could do to face with them in order to continue with the gaming session.

Also, it was a problem with the student's preparation to use the game. At the beginning of the session, as students were not used to play on a computer, it was hard for them to use the keyboard and mouse to move, but most importantly, they needed to learn how to code some words to use as help. So, it required more time than it was planned. However, it was an advantage that one of the students was familiar with the game, so he could offer help to the other

student and also to the teacher, giving ideas about what tools could be used so the game could become funnier.

Similarly, there was needed more training for the teacher because as it was mentioned, at the beginning of the sessions, the students tend to have problems with getting lost in the game. But there was a handy tool that could help the teacher to bring back the students to the learning space. So, it could have been a good solution for those situations. In addition, there are different tools that are even more professionals who a teacher can use to ensure a successful class.

Next, the time given for the sessions was also a limitation due to it was as a standard hour in the school (40 min). Therefore, the sessions that were not completed in the class had to be done in the next one, where it was planned to have another one. In consequence, that was needed to ask for more time to the student's parents. This situation can be solved by planning the lessons in the schedule where the students have 2 hours of English. But if it is not the case, the teacher should try to create or conduct shorter and faster tasks without changing the goal of the class in order to avoid running on time.

This game, contrary to the original one which can be played on the cellphones, needs to be played from a PC with an updated system. For that reason, it may be a problem for those students who do not have one at home. However, the proposal of this study is that the schools that count with a computer laboratory can take into consideration using this tool, solving in that way these possible limitations for students.

Another critical limitation that this game presents is that it is not free to be played, so the school that wants to apply this game may take into consideration having a budget that can be used for this. For example, the cost for these licenses used this time was 12 dollars for each

student, which was paid out for the researcher. However, after seeing the benefits that this game can give to the students it worth that the educational system arise to invest in this new way pf teaching and learning.

Finally, due to the gaming sessions were planned to be online, it was a limitation that the researcher could not observe and to monitor students personally, avoiding to have a fast response to the problems that students may have. For example, the students had problems singing in to the game, updating their computers, joining to the world template, using the tools, etc. This limitation can be solved by planning face-to-face lessons using the computer room that the school has, then the teacher can have a better control of each class, solving technological problems, or helping students in a better way.

Implications

The findings of this study have important implications for the institutions and the education system in general. It can be stated that using video games as tools to teach inside schools is not bad as it may be thought because with their correct planification and use, they can be an important way to help students improving their English vocabulary and skills as well. MCEE is an excellent example that can be used inside the classroom because it was created especially for education and offers many tools that teachers can use. For example, templates, lesson plans, guides, certificates, etc.

Also, this study has provided evidence about the importance of taking into consideration the student's preferences to learn in relation to the new trends in the world. This study has shown that students nowadays may work better with tools that they have in their real life than using the same strategies of past years. At the same time, it has proved that technology is not necessarily something that can hinder learning but help to make it more exciting and attractive to learners.

Recommendations:

Based on the results and the limitations gathered in this study, it is recommended to the reader to have previous preparation with the students before applying lessons with MCEE. Also, I recommend always having a plan B when the application of the game may be affected by external factors such as Internet connection; it is recommended to use the chat of Zoom or write clear instructions inside the game in a place where students can easily read.

Next, I recommend taking into consideration that applying a complete session in Minecraft Education Edition may take more than a class; for that reason, it is crucial to plan the sessions to be finished in 2 hours generally or to make them shorter than they were intended. Also as this game has different templates that teachers can use, it could be a solution to find a short one and adapt it for the class planned.

For the use of the game, I also recommend to the teacher to use the Coding tool in order to limit the space where students can walk because there were moments where students went too far from the area given to the class, causing in that way a delay for the activities because they were trying to return to the class space. In the same way, I recommend blocking permission for students to edit the materials or examples given by the teacher in order to explain the activities, due to it may affect the rhythm of the class if the teacher has to fix objects that students accidentally may break.

In order to monitor the game, I recommend to the teachers to start applying this game in a face-to-face mode at the beginning because it is here when the students may present more problems either trying to access or having doubts about the game. So, the teacher can have a

better control of the different situations and solve them faster than being online where the internet could be a big wall to go through.

I also recommend to the teachers to take into consideration the results of this study to plan future lessons adopting the new trends and the new ways of teaching that the technology may offer. Because it is a truth that some online games can have an unsatisfactory impact on students, but there are also games or activities that may help the teacher to solve a problem such as the lack of attention of the students.

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Interview

Name of the teacher: Marcia Ochoa

Date: May 25

Video Games and Technology

How often do students use the computer room to practice and learn English?

This room is not used for that purpose in the school due to do not have an English teacher who can organize that. But I consider it is a good idea to propose it to the director. So maybe I can go there with my students next year.

How much do you think video games can help students to improve their English learning?

From my point of view, games inside the classroom are an excellent option to teach students, especially if they are children, because it can engage them the most and students do not get bored. However, I do not have much knowledge about playing online because I have not used that method. But I consider there are also educative games that can help students to learn as well.

Have you heard students talking about video games?

Yes, they often are talking about video games on their cellphones as Free fire where they can plan online together, but honestly, I find it difficult for they can learn something from a game that is about fighting.

How much interested are students in using online games as a way to practice English?

When we were in a virtual mode, they and me had not enough knowledge about online tools, but when I started using games as Kahoot, or quizzes, students accepted them well and

usually asked me to play different mini-games for the lessons. For that reason, I can say that their interest in learning using online games is higher that the normal way.

Was it hard for students to use online games as an extra tool to learn during the pandemic?

No, as I said before they accepted them well but of course the internet connection was always a problem for some students to use them well.

Vocabulary learning and knowledge

Are there difficulties for students in remembering new vocabulary in English?

Yes, in this class there are different types of students, some can retain words better and others have different abilities to learn. For example, there is a student who has problems in learning, and she can not even write words in Spanish, so she needs more attention and material adapted to face her situation.

What type of activities helps students to retain better new words?

I consider that students learn better when the activities are related to their preferences or things of their real context.

Have you ever heard students using words from video games as usual? Ex, play, stop.

Yes, when they talk with their friends about the game, I usually use simple words such as play, jump, shoot etc.

In general, do you consider students have a good English vocabulary level to be in 6th grade?

In general, I can say that the students need more knowledge of English to his age. But unfortunately, as I am not and English teacher it is hard for me and my other colleagues to help

students to reach a good level in the school but they have a little bit of knowledge thanks for the UNAE students also. But I consider they need more preparation.

Guided questions – Interview for the students

Date: May 11

Name of the student: Richard Tenempaguay (EST001)

Grade: 6th grade

Video Games and technology

1. **How old are you?**

    10 years old

2. **Who do you live with?**

    I live with my parents, sisters, and brothers.

3. **Do you have a good internet connection in your home? Tell me about the problems you have had in online lessons.**

    Yes, I do have. But my laptop is slow sometimes.

4. **Do you like playing video games? Why?**

    Yes, I do because they are hilarious and engage me

    Which ones do you prefer? Why?

    I usually play free fire because it is the first game that makes me have fun with my friends

5. **Do you have a computer in your home?**

    Yes, I do have a laptop.

6. **Do you think your computer works to play online games?**

    Yes, I think yes.

7. **Have you ever heard about Minecraft?**

    Yes, I have not played that but I know you can build things there.

8. **Have you ever played Minecraft Education Edition?**

    No, I have not

9. **How often do you play video games?**

> I play video games at nights often, but my parents control me because they say they are not helpful.

10. **Do you consider that playing online videos during the class will help you to learn? Why?**

> Yes, because there may be some words that we can learn and will help us in the future

11. **When you play, do you use a computer or a cell phone?**

> Only my cellphone

12. **Can you tell me some English words you learned while playing a video game?**

> No, because I always play the games in Spanish, but I remember I have seen the word "collection" in a game.

Vocabulary learning and knowledge

1. **Do you think vocabulary is essential in English learning?**

> Yes, because they help us with the sentences and ask questions.

2. **Which activities inside the class have helped you to learn new English vocabulary?**

> The games, using pictures, team work and games as the damaged telephone.

3. **Do you prefer any activity to learn English vocabulary?**

> I like the damaged telephone because we have to say and hear a word clearly.

4. **How much do you like memorizing a list of vocabulary?**

> I like it, but I prefer to learn it through activities where I have to move because it is funnier

Guided questions – Interview for the students

Date: May 11

Name of the student: Alan Suntasig (EST002)

Grade: 6th grade

Video Games and technology

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13. How old are you?

10 years old

14. Who do you live with?

I live with my mother, father, and sister.

15. Do you have a good internet connection in your home? Tell me about the problems you have had in online lessons.

Yes, I do, and I have not had have problems with it.

16. Do you like playing video games? Why?

Yes, I do because they help me to have fun when I am bored.

17. Which ones do you prefer? Why?

I prefer games about survival, war, or zombies

18. Do you have a computer in your home?

Yes, I do have a laptop.

19. Do you think your computer works to play online games?

Yes, I think it could work.

20. Have you ever heard about Minecraft?

Yes, I have played it on my cellphone.

21. Have you ever played Minecraft Education Edition?

No, I have played only the standard version.

22. How often do you play video games?

I play video games one hour per day when I have time.

23. Do you consider that playing online videos during the class will help you to learn? Why?

Yes, some of them because they speak in English and you can learn a few words little by little.

24. When you play, do you use a computer or a cell phone?

Both of them

25. Can you tell me some English words that you have learned while playing a video game?

Yes, I have learned words such as play, game over, Player 1, player 2 and select.

Vocabulary learning and knowledge

5. **Do you think vocabulary is essential in English learning?**

> Yes, because to learn better in classes, reading and writing sentences.

6. **Which activities inside the class have helped you to learn new English vocabulary?**

> Games as competitions and team tasks.

7. **Do you prefer any activity to learn English vocabulary?**

> I prefer learning while playing.

8. **How much do you like memorizing a list of vocabulary?**

No, I don't

Informal interview.

Date: August 12

Name of the student: Richard Tenempaguay (EST001)

Grade: Sixth grade.

How did you perceive the game for learning?

I liked the game for learn new words because I did not feel bored and could learn more words even from the game**.**

What was hard for you while playing?

Yes, at the beginning I could not understand but it got easier with the practice.

Do you think MCEE should be used as a tool to learn English?

Yes, I do, because it is a different option to learn that can make the students feel more interested for learning. It is funnier than being in the classroom.

Informal interview.

Date: August 12

Name of the student: Alan Suntansig (EST002)

Grade: Sixth grade.

How did you perceive the game for learning?

I think it was funny to learn more words using thins game. It was good to learn words about animals, house, number and nature.

What was hard for you while playing?

No, as I have played it before I knew how most of the things worked, I just found hard to play in PC at the beginning.

Do you think MCEE should be used as a tool to learn English?

Yes, because it helps to be concentrated and not bored.

FIELD DIARIES TEMPLATES
                      Journal for the gaming session

Gamming session #1

Date: July 4 and 5

> **Topic:** Three House Vocabulary
>
> **Aim of the gaming session:** Students will recognize vocabulary about the House

Students development:

How do students behave while they do the activities?

- Students were confused at first due to the nature of playing on a computer.
- Students were confused about how to use the commands of the game

- Students were engaged in the class participating and asking questions about their doubts.
- Students fast understood the activities.

How do students struggle when they use video game to learn new vocabulary?

- It was hard for them to play from their computers.
- Internet connection often caused they could not understand how to write or pronounce a word.
- Students found the game hard to understand because it was in English.

Do students find it easy to remember vocabulary while they play MCCE?

No, the problems with the internet affected the first session, but students tried to practice the words by saying them in English while talking to each other. Example: Yo tengo a bed en mi casa. Podrías construir ladders? etc

How successfully do students complete the different activities such as collecting, collaborating, creating, and recognizing vocabulary in the gaming session?

- It was hard for the students at first to use the new vocabulary while talking to practice.
- They could faster create their houses.
- At the moment to show me what they have created, it was easier to them to say the words but they needed to check a couple of times the words to write them correctly.

Game application:

What things went well during the Gaming session?

- Students showed complete interest in learning with Minecraft education edition.
- Despite external problems with the internet for example, students tried to do the activities without a guide and solved issues such as finding the different objects they needed to complete the tasks.
- Students were most of the time working in the class and involved in the topic

What things can be implemented to improve the application of the gaming session?

- It is essential a previous preparation for teachers and students to manage faster the time during the gaming sessions.

- It may be a help for the students to limit the location they can stay it because they sometimes get lost or go too far from the class.
- There should be a manual to guide students when they first play the game

How the game can improve to help students retain words better?

- The puzzles that the game offer should be available to edit in order to use words that are in line with the aims of the session.

Journal for the gaming session

Gamming session #2

Date: July 6 and 7

> **Topic:** Farmer and animals
>
> **Aim of the gaming session:** Students will recognize and use vocabulary about animals and

Students development:

How do students behave while they do the activities?

- Students could develop faster the tasks due to they were practicing by their own how to play in the computer while playing in different worlds of the game.
- Students stopped asking questions about what and how to do their assignments.
- Students were engaged in the class participating and asking questions about their doubts.
- Students were adding their own creativity while building their farmers
- Students were not limited to use any tools as long they finish their tasks.

How do students struggle when they use video game to learn new vocabulary?

- Internet connection has caused problems during the gaming sessions and prevents students to understand clearly what to do.
- Also, one the student had a problem with his computer due to the Ram needed for the game.
- Students could not remember vocabulary about numbers above 10

Do students find it easy to remember vocabulary while they play MCCE?

Students found it easier to remember words about domestic animals than to remember how to say and write numbers above ten. For that reason, they wrote numbers from 1 to 10.

How successfully do students complete the different activities such as collecting, collaborating, creating, and recognizing vocabulary in the gaming session?

Students found it hard to write the numbers on the blackboards because they did not know them. But, the student B could write the number 12, 15 and 50

As they had to build their own farm they were not collaborating so much. But they were helping each other in order to remember how to call some animals in English.

Students remembered more vocabulary about animals than numbers.

Game application:

What things went well during the Gaming session?

- Students showed a complete interest to learn with Minecraft education edition.
- Despite external problems with the internet for example, students tried to do the activities without a guide remembering what they had already learned of the game.
- Students were most of the time working in the class and involved into the topic.

What things can be implemented to improve the application of the gaming session?

It is necessary to have previous preparation with students to teach them how to use the game.

It is necessary to foreseen problems to find solutions to them.

How the game can improve to help students retain word better?

 The game may have a voice reader to help students with the pronunciation.

Objects could have their names above them to help students to remember them faster.

Journal for the gaming session

Gamming session #3

Date: August 10

Topic: Dinosaurs body parts

Aim of the gaming session: Students will recognize vocabulary about dinosaurs

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Student's development:

How do students behave while they do the activities?

In this gaming session, students looked excited to build a dinosaur; they started to say some names, rex, raptor, etc.

Students found it challenging to build an animal using blocks but at the same time, they were engaged in it.

Students helped each other to develop their dinosaurs.

How do students struggle when they use video game to learn new vocabulary?

- They found it tiring to build a dinosaur using one block at a time. But they learned how to use more than ten blocks at a time through codes, which made it easier.

How successfully do students complete the different activities such as collecting, collaborating, creating, and recognizing vocabulary in the gaming session?

- It was hard for them to build the dinosaur at the beginning.
- They could faster create their dinosaur
- It was easy for them to write the new vocabulary, but a few times they had to rewrite a letter.
- They followed instructions successfully.

Game application:

What things went well during the Gaming session?

- Students learned to use a tool of the game, which may help them to build faster
- Students liked building an animal.
- Students needed less guidance from the teacher
- Students helped to each other

What things can be implemented to improve the application of the gaming session?

- In this class, it was possible to see that students should be taught how to use valuable tools of the game in order to complete their tasks more manageable.

How the game can improve to help students retain words better?

There should be more tutorials about coding.

Journal for the gaming session

Gamming session #4

Date: August 12

Topic: Cambridge Adventures

Aim of the gaming session: Students will recognize vocabulary about nature to help

Students' development:

How do students behave when they are doing the activities?

Students looked more focused when they have a final goal to achieve (fix the river) in the

game.

Students were interested in knowing which steps they had to follow to continue to the

next phase of the game.

How do students struggle while they use video game to learn new vocabulary?

- It was found that students found it difficult to complete some puzzles as they were not a word but a sentence.
- Students struggle with the instructions of NCPs because they had unknowledge words sometimes.

How successful students complete the different activities such as collecting,

collaborating, creating and recognizing vocabulary in the gaming session?

Despite of some problems with understanding students were able to complete all the tasks successfully

Students could collect all materials needed to the short tasks

Students could recognize and comprehend a variety of words to understand the target of the gaming session.

Game application:

What things went well during the Gaming session?

The tasks were eliciting students to figure out the meaning of different words.

Students were practicing their reading by following instructions.

Students practiced spelling by completing the puzzles correctly.

What things can be implemented to improve the application of the gamming session?

There should be minigames according to the level of the students in order to avoid confusion.

How the game can improve to help students retain word better?

There should be more activities for practicing words and vocabulary.

There should be more templates to teach languages.

CHECK LISTS

CHECKLIST TEMPLATE # 1

Gamming session # 1

Objective of the intervention: Students will recognize vocabulary about the House

Date: July 4 and 5

Topic: Three House

		Check List	YES	NO
1		Do students have interest on the game?	x	
2		Do students find easy to play the game?		x
3		Are students engaged in the activity?	x	
4		Do students have many questions about the activities?		x
5		Are student using the new vocabulary during the activities?	x	
6		Are the activities interesting for students?	x	
7		Are student following the rules of the game?	x	
8		Do students find easy to use the tools of the game?		x
9		Do students find hard to remember the words that they have already learned?		x
10		Do students write new vocabulary correctly?		x

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CHECKLIST TEMPLATE # 2

Gaming session# 2

Objective of the intervention: Students will recognize and use vocabulary about animals and numbers.

Date: July 6 and 7

Topic: Farmer and animals

	Check List	YES	NO
1	Do students have interest on the game?	x	
2	Do students find easy to play the game?	x	
3	Are students engaged in the activity?	x	
4	Do students have many questions about the activities?		x
5	Are student using the new vocabulary during the activities?	x	
6	Are the activities interesting for students?	x	
7	Are student following the rules of the game?	x	
8	Do students find easy to use the tools of the game?	x	
9	Do students find hard to remember the words that they have already learned?	x	
10	Do students write new vocabulary correctly?		x

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CHECKLIST TEMPLATE # 3

Gaming sesión # 3

Objective of the intervention: Students will recognize vocabulary about dinosaurs

Date: August 10

Topic: Dinosaurs body parts

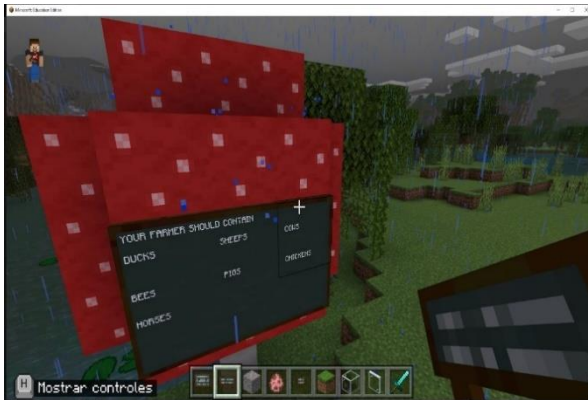|	Check List	YES	NO
1	Do students have interest on the game?	x	
2	Do students find easy to play the game?	x	
3	Are students engaged in the activity?	x	
4	Do students have many questions about the activities?		x
5	Are student using the new vocabulary during the activities?	x	
6	Are the activities interesting for students?	x	
7	Are student following the rules of the game?	x	
8	Do students find easy to use the tools of the game?	x	
9	Do students find hard to remember the words that they have already learned?		x
10	Do students write new vocabulary correctly?		x

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CHECKLIST TEMPLATE # 4

Gaming sesión # 4

Objective of the intervention: Students will recognize vocabulary about nature

Date: August 12

Topic: Cambridge adventure (nature vocabulary)

	Check List	YES	NO
1	Do students have interest on the game?	x	
2	Do students find easy to play the game?	x	
3	Are students engaged in the activity?	x	
4	Do students have many questions about the activities?		x
5	Are student using the new vocabulary during the activities?	x	
6	Are the activities interesting for students?	x	
7	Are student following the rules of the game?	x	
8	Do students find easy to use the tools of the game?	x	
9	Do students find hard to remember the words that they have already learned?		x
10	Do students write new vocabulary correctly?		x

PICTURES OF THE GAMMING SESSIONS

CHARTS TO ORGANIZE AND ANALIZE DATA

	Date	What happened	Positive	Negative
			STUDENTS BEHAVIOUR	
			Outcomes	
	July 4 and 5	Students were motivated and listened the teacher instructions.	Students commitment. They did not feel a pressure to learn new words. Active participation	Confusion about the goals of the sesssion. They get lost in the world template. Hard to play in a PC
	July 6 and 7	Students had an improvment in the use of the game. They were involved in the class and were creative.	Students had initiative. Students had an active role in almost all the class.	Bad internet connection. Students found hard remember number up to 10. The computer of one students was slow.
	August 10	During this class students decided to cooperate to each other in order to finish the task faster.	Students helped each other. They solved a problem together.	Students were not practicing the vocabulary often as previous lessons
	August 12	Students showed being more focused when they have little goals to achieve a big one	They practiced reading. The game made them to brainstorm to find a meaning of words.	Students found difficult to understand some instructions. Students used a translator.

USE OF THE VOCABULARY ON THE GAMMING SESSIONS

| Date | What happened | Outcomes | |
		Positive	Negative
July 4 and 5	Students had problems with the spelling and the pronuciations of the words.	Students started using the tools of the game in order to have a help in the words pronuciation. Students practiced writing by using the miniboards to write the house vocabulary.	Students usee to mix the spanish pronuciation with english while reading or saying a word.
July 6 and 7	Students practice their reading by reading the instructions on the boards.	Students also practiced numbers apart on the farm vocabulary. Showing pictures of the vocabulary helped students	Students still can not differentiate sounds in English.
August 10	Students practiced spelling the new words together which made to them to solve doubts faster.	Students started learning a new group of words indirectly from the game. They practiced colors.	Short time of practice and more time of building.
August 12	Students were focused but had problems on reading the instructions of the tasks	They could know the meanings of some words by seeing their representations.	Translator use. At least one unknoledge word on each instruction.

LIMITATIONS OF THE GAMMING SESSIONS

| Date | What happened | Outcomes | |
		Positive	Negative
July 4 and 5	There is needes a better training there is needes a prior training to start suing the game.	Students engagments	Internet connection. Lack of time to the sessions. PC devise needed.
July 6 and 7	The lessons took more time that they were expected.	Students learned faster oh to use the game and the tools	Internet connection. Students were not punctual.
August 10	The activity was limited by the time to build a dinosaur	Students helped to each other	Virtual mode may not be too appropiate at the begining
August 12	Stduents range of words knowledge and slow internet connections	The use of whatsapp to ask questions was useful,	Students speak more spanish when they think the teacher is not listening.

Consent signed by students' parents

CONSENTIMIENTO INFORMADO PARA LA IMPLEMENTACIÓN DE PROYECTOS DE
INTEGRACIÓN CURRICULAR Y PUBLICACIÓN DE TRABAJOS, VIDEOS O FOTOGRAFÍAS DEL
ESTUDIANTE DE LA UNIDAD EDUCATIVA JAVIER LOYOLA

Estimado padre/madre o representante legal:

Yo: Eduardo Alexander Angamarca Cuji con CI: 0106259815 , estudiante de carrera Idiomas Nacionales y
Extranjeros, ciclo 9, paralelo 1, me encuentro desarrollando el trabajo de integración curricular titulado: "Improving
student's English vocabulary through Minecraft Education Edition in a sixth-grade class at Javier Loyola School",
cuyo objetivo general es mejorar el aprendizaje del vocabulario básico en inglés del estudiante a través del juego
Minecraft Education Edition.. Me dirijo a usted para solicitar su autorización para tomar fotografías (___) -
videos (___) de su niño(a) dentro del aula así como también durante las actividades escolares, únicamente con
fines educativos y de investigación. Asimismo, solicito que su niño(a) pueda tomar cuestionarios, y participar en
entrevistas, y encuestas con fines investigativos.

Si da su autorización, el investigador/investigadores y la UNAE podrían publicar con fines académicos y de
investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su niño/a. Las
publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos
locales y en el Repositorio de la Biblioteca de la UNAE

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su niño/a ya sea en color o en blanco y negro.
2. El investigador o La UNAE no usarán los videos o fotografías para ningún fin que no sea la educación, la
   promoción general de la educación pública o de la UNAE, en los de investigación es decir, no lo utilizará
   con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines
   anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. El investigador y La UNAE actuarán con la normativa ecuatoriana vigente relacionada a protección de
   derechos de niños, niñas y adolescentes.
5. El investigador y La UNAE pueden garantizar que no se le podrá identificar por su fotografía o trabajo al
   niño/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente
   mayor de quince años, sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad,
   sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su
   representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías (___) - videos de su niño/a y las
publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a
la escuela antes del miércoles 4 de Mayo.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo
contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno
De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de
acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi
representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y
promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras
de trabajos de mi niño/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización.

Nombre del/la estudiante: Richard Tenempaguay

Nombre completo padre/madre/representante legal: Luis Rigoberto Tenempaguay Mejia

Cedula de ciudadanía: 030 3109433

Firma del padre/madre/representante legal: Luis Tenempaguay

Fecha: 04 - 05 - 2022

Trabajo de Integración Curricular   Eduardo Alexander Angamarca Cuji

Consent signed by student parents.

CONSENTIMIENTO INFORMADO PARA LA IMPLEMENTACIÓN DE PROYECTOS DE INTEGRACIÓN CURRICULAR Y PUBLICACIÓN DE TRABAJOS, VIDEOS O FOTOGRAFÍAS DEL ESTUDIANTE DE LA UNIDAD EDUCATIVA JAVIER LOYOLA

Estimado padre/madre o representante legal:

Yo: Eduardo Alexander Angamarca Cuji con CI: 0106259815 , estudiante de carrera Idiomas Nacionales y Extranjeros, ciclo 9, paralelo 1, me encuentro desarrollando el trabajo de integración curricular titulado: "Improving student's English vocabulary through Minecraft Education Edition in a sixth-grade class at Javier Loyola School", cuyo objetivo general es mejorar el aprendizaje del vocabulario básico en inglés del estudiante a través del juego Minecraft Education Edition.. Me dirijo a usted para **solicitar su autorización** para tomar fotografías (___) - videos (___) de su niño(a) dentro del aula así como también durante las actividades escolares, únicamente con fines educativos y de investigación. Asimismo, solicito que su niño(a) pueda tomar cuestionarios, y participar en entrevistas, y encuestas con fines investigativos.

Si da su autorización, el investigador/investigadores y la UNAE podrían publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su niño/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

1. Se puede reproducir la fotografía de su niño/a ya sea en color o en blanco y negro.
2. El Investigador o La UNAE no usarán los videos o fotografías para ningún fin que no sea la educación, la promoción general de la educación pública o de la UNAE, en los de investigación es decir, no lo utilizará con fines comerciales y publicitarios.
3. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
4. El Investigador y La UNAE actuarán con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
5. El Investigador y La UNAE pueden garantizar que no se le podrá identificar por su fotografía o trabajo al niño/a.
6. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías (_Si_) - videos de su niño/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela antes del miércoles 4 de Mayo.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno
De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi niño/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización.

Nombre del/la estudiante:...... Alan Sualasig ......

Nombre completo padre/madre/representante legal:...... Myrian Libicda ......

Cedula de ciudadanía:... 1716100241 ...

Firma del padre/madre/representante legal: ......

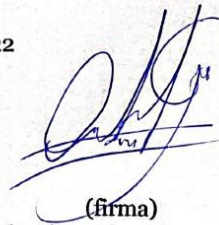Fecha:... 2022-05-03 ...

CLÁUSULA DE PROPIEDAD INTELECTUAL

Certificado para Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Eduardo Alexander Angamarca Cuji, autor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial ""Improving Student's English vocabulary learning through Minecraft Education Edition in a sixth-grade at Javier Loyola School."", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autor.

Azogues, 15 de septiembre de 2022

(firma)

Eduardo Alexander Angamarca Cuji

C.I: 0106259815

Certificado del Tutor

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Elija un elemento.

Yo, (Mahly Jahzeel Martínez Jiménez), tutora del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "Improving Student's English vocabulary learning through Minecraft Education Edition in a sixth-grade at Javier Loyola School" perteneciente a los estudiantes: Eduardo Alexander Angamarca Cuji con C.I 0106259815). Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 9 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 15 de septiembre de 2022

Firmado electrónicamente por:
MAHLY JAHZEEL
MARTINEZ
JIMENEZ

Prof. Mahly Jahzeel Martínez Jiménez (Phd.)

C.I: 1759432733