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**Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing
English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First
Quarter of 2021**

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Table of Contents

Table of Figures.....	10
Abstract.....	11
Resumen.....	12
CHAPTER I.....	13
Introductory Framework	13
1.1 Problem Statement.....	14
1.2 Objectives of the Investigation	14
1.2.1 General Objective.....	14
1.2.1 Specific Objectives.....	15
1.3 Justification of the Study	15
1.4 Antecedents.....	15
1.5 Scope.....	18
CHAPTER II.....	19
Theoretical Framework.....	19
2.1 Literature Review.....	19
2.1.1 Massively Multiplayer Online Role-Playing Games	20
2.1.2 English Vocabulary Acquisition.....	24
2.1.3 Games-based learning.....	28
2.1.4 Gaming and Internet Addiction.....	32
2.1.5 Future of Teaching.....	34
CHAPTER III.....	39
Methodological Framework	39
3.1 Research Approach.....	39
3.2 Research Design	40
3.3 Information Sources.....	41
3.3.1 Primary Sources	41
3.3.2 Secondary Sources.....	42

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

	9
3.3.3 Tertiary Sources	42
3.4 Analysis of Categories	42
3.5 Data Collection Instruments	42
3.5.1 Observation	43
3.5.2 Evaluation rubrics	43
3.6 Collection Data Process and Data Analysis	44
CHAPTER IV	46
Data Analysis	46
4.1 Analysis and Interpretation of the Results	46
4.1.1 Class observation	46
4.1.2 Preliminary survey	46
4.1.3 Activities	56
4.1.3.1 Introductory activity	57
4.1.3.2 Game 1: A Wizard’s Spell	61
4.1.3.3 Game 2: A Pirate’s Quest	62
4.2 Step-by-step	69
4.2.1 Installation of games	73
CHAPTER V	76
Conclusions and Recommendations	76
6.1 Purpose of the Conclusion	76
6.2 Conclusions	76
6.2.1 To analyze the vocabulary students can gain from Massively Multiplayer Online Role-Playing Games	77
6.2.2 To assess an introduction of Massively Multiplayer Online Role-Playing Games in 7th graders from CTP Acosta	77
6.2.3 To design different learning strategies through Massively Multiplayer Online Role-Playing Games for 7th graders	78
6.2.4 To determine the impact of Massively Multiplayer Online Role-Playing Games have at the end of the application of strategies	79
6.3 Restatement of the Research Question	80
6.4 Recommendations	80

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

10

Table of Figures

Figure 1. Accounting of students who have internet access at home.....	46
Figure 2. Accounting of students who have a computer at home.....	47
Figure 3. Accounting of students who have a smartphone.....	48
Figure 4. Accounting of students with previous knowledge about multiplayer games.....	49
Figure 5. Accounting of students who have played these games before.....	50
Figure 6. Accounting of students who have played these games with friends.....	51
Figure 7. Accounting of students who have played a game where English is the main language.....	52
Figure 8. Accounting of reactions students have regarding playing these games.....	54
Figure 9. Accounting of preference students have regarding playing these games.....	55
Figure 10. Representation of the understanding of the concept by the students.....	58
Figure 11. Representation of the expectations from students for these games.....	59
Figure 12. Representation of the technology requirement from students.....	61
Figure 13. Accounting of words students recognize before the games are played.....	64
Figure 14. Accounting of words students recognize after the games are played.....	65
Figure 15. Accounting of new words students are able to pronounce.....	66
Figure 16. Accounting of ability from students to write sentences with the new words.....	67
Figure 17. Accounting of words students memorize the way the words are written.....	68
Figure 18. Representation of the impact in each language skill.....	69

Abstract

The purpose of this study is to analyze the impact Massively Multiplayer Online Role-Playing Games hold in the enhancing of English vocabulary acquisition during the first quarter of 2021. To gather the information used to create this document, a survey and gameplays were performed. The material collected from this search is going to be used as the main base for this project.

As the purpose of this study, the researcher considered to gather different studies and facts that contain valuable and relevant information for this exploration. Different literatures and theories were studied and analyzed for a better understanding of the use of games in education. During this analysis, it was taken into account the different backgrounds that surround students who participated in this investigation, as well as the researcher's environment.

Resumen

El propósito de esta investigación es analizar el impacto que tienen los juegos de roles multijugador masivos en línea en la mejora de adquisición de vocabulario en inglés durante el primer cuatrimestre del 2021. Para recopilar la información utilizada para crear este documento, se realizó una encuesta y los juegos se desarrollaron. Como base principal para este proyecto se utilizará el material recolectado durante esta investigación

Como propósito de esta investigación, el investigador consideró que reunir diferentes estudios y datos que contengan información valiosa y relevante para el proyecto. Se estudiarán y analizarán distinta literatura y teorías para una mejor comprensión del uso de los juegos en la educación. Durante este análisis, se tomó en cuenta los diferentes ambientes que rodean a los estudiantes que participaron en esta investigación, así como el ambiente que rodea al investigador.

CHAPTER I

Introductory Framework

As the modern era has advanced, society has been blasted with technology and new devices, making online games enter the upswing to different skills which may be acquired through these platforms. Many of the world's most famous online games have become more popular as people have devices to play the games on. For instance, games such as League of Legends has a monthly player count of 115 million players. Therefore, these platforms can be allies when it comes to language acquisition. If a professional learns how to use them, manipulate them, and integrate them more linguistic skills could be acquired.

This investigation analyzes the impact that Massively Multiplayer Online Role-Playing Games hold in the enhancing of English vocabulary acquisition. In addition, this investigation aims to provide a proper introduction to Massively Multiplayer Online Role-Playing Games for 7th graders to supply them with new tools to enhance their English vocabulary acquisition. Furthermore, it analyzes the knowledge the students can gain through these games. These platforms could subconsciously motivate students to continue acquiring linguistic structures. Therefore, this project pretends to demonstrate the benefits these platforms bring to the acquisition of a language.

Consequently, the researcher will highlight the importance of knowing how 7th graders can easily get used to these games and benefit from them. The impact of these games is constantly ignored due to the taboo online games have in the modern world, regarding safety concerns, as some people use online platforms to take advantage of the relationships people build with these platforms, which these people have created bonds in most cases.

Adolescents, and people in general, are more than capable of understanding the logistics of an online game and take full control of their environment. Moreover, this paper hopes to introduce the use of Massively Multiplayer Online Role-Playing Games in an educational environment as a complement to the already established tools for enhancing English vocabulary acquisition.

1.1 Problem Statement

In this study, the researcher gathered information about Massively Multiplayer Online Role-Playing Games and related concepts such as types, characteristics, and consequences. In this project, 7th graders' response and interactions to Massively Multiplayer Online Role-Playing Games are observed. Moreover, the idea of gaining vocabulary through these platforms is discussed. Likewise, the targeted group of students is thoroughly investigated to understand the impact of Massively Multiplayer Online Role-Playing Games have in their skills. The concluding idea of this examination is the 7th graders to have the possibility of gaining English vocabulary, so the researcher will assess this impact thoroughly. Therefore the investigation question set is to analyze the impact Massively Multiplayer Online Role-Playing Games hold in the enhancing of English vocabulary acquisition.

1.2 Objectives of the Investigation

1.2.1 General Objective

To analyze the impact Massively Multiplayer Online Role-Playing Games hold in the enhancing of English vocabulary acquisition during the first quarter of 2021.

1.2.1 Specific Objectives

- ✓ To analyze the vocabulary students can gain from Massively Multiplayer Online Role-Playing Games.
- ✓ To assess an introduction of Massively Multiplayer Online Role-Playing Games in 7th graders from CTP Acosta.
- ✓ To design different learning strategies through Massively Multiplayer Online Role-Playing Games for 7th graders.
- ✓ To determine the impact of Massively Multiplayer Online Role-Playing Games have at the end of the application of strategies.

1.3 Justification of the Study

The purpose of this investigation is to analyze the impact Massively Multiplayer Online Role-Playing Games hold in the enhancing of English vocabulary acquisition. The study of this topic is beneficial to the target audience as they are surrounded by technology and have the possibility of playing games from different devices. In addition, future pursuers of their bachelor's degree will find information for future investigations related to Massively Multiplayer Online Role-Playing Games. As the world is becoming more technological, this thesis could bring up online games as a possibility to help in the learning process of young kids. The idea of having the upside of games for learning is crucial for this investigation.

1.4 Antecedents

Massively Multiplayer Online Role-Playing Games had been increasing popularity as the Internet era started to gain power in the world people live in. As the popularity of these games exploded, researchers all around the world have invested time investigating these

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

16

games, as they are interested on them. Games such as League of Legends or World of Warcraft have been object of study in recent years, as well as other platforms, such as Kahoot. These researchers have used these games as objects of study, as they are known worldwide. As games keep coming out every single day, to understand the research which has taken place about these games is crucial for the development of this investigation.

The impact of Massively Multiplayer Online Role-Playing Games has been established in previous international investigations such as the one conducted by Danielle K. Laws in 2016. Laws focused on discussing the idea of using videogames in an educational environment. As a result of this, Laws examined how English as a second language students experienced with videogames and learning how English impacts their communication in a foreign language learning environment. This investigation introduced to the area of multiplayer online battle arena games such as League of Legends and Super Smash Bros. Laws used these games as an approach to the communication of students and to encourage them to communicate properly in an online environment.

Besides this investigation, a research thesis led by Nazlim Aybüke in 2019 is found in the international sector. This thesis examined the effects which technology has in young individuals and adolescents and how the appeal of technology has become hard to ignore. This thesis followed how the procrastination of tasks related to school are linked to intensive and excessive gaming sessions. It explained factors such as students' engagement and gaming addiction and how they evolved through time. Aybüke also approached the dissertation and their correlation between addictions to online games and scholar performance.

In addition, an investigation led by Joseph Pede, which took place in 2017, used the famous learning game Kahoot to analyze this idea focusing on Science vocabulary. The focus of the investigation is on the effects that the online game Kahoot has in science vocabulary acquisition which students who have learning disabilities. The main point of the investigation stated that “This study investigated student science vocabulary acquisition, student focus and on task behavior, and student satisfaction using the online game Kahoot”. In other words, this paper analyzed factors which affected the enhancement of vocabulary acquisition while approaching them via the game Kahoot. It also mentioned the concept of gamification in general and its process of engagement in audiences.

Likewise, investigations done in Costa Rica can be found and were consulted. For instance Monica Cruz and Jorge Solano carried out an investigation in 2013 under the topic “*Estudio Exploratorio sobre Sentido de Comunidad en Miembros de Comunidades Mediadas por Computadora: Análisis de un caso de Massively Multiplayer Online Role-Playing Game (MMORPG) o juego de rol multijugador masivo en línea*” held at Universidad de Costa Rica. This paper aimed to analyze the sense of community in computer-mediated communities and how it was created. This thesis also did the revision of concepts such as virtual communities and how they are made via Internet. Moreover, this thesis was based on the most famous massively multiplayer online role-playing game: World of Warcraft. This investigation followed a group called DragonKnights, which is a World of Warcraft community made of 385 men and women, and Cruz and Solano followed their gaming process and relationships.

1.5 Scope

This investigation aims to analyze the impact Massively Multiplayer Online Role-Playing Games can hold on the acquisition of vocabulary in 7th graders and how to enhance the development properly. With this in mind, the focus of this paper is on the use of Massively Multiplayer Online Role-Playing Games within the classroom as a tool to increase the vocabulary of the students. Furthermore, the researcher seeks to assess the introduction of Massively Multiplayer Online Role-Playing Games in 7th graders. As a means to achieve these goals, the researcher looks to design different strategies through Massively Multiplayer Online Role-Playing Games. As a final goal, this investigation determines the impact of Massively Multiplayer Online Role-Playing Games have at the end of the application of these strategies.

CHAPTER II

Theoretical Framework

In this chapter, the elements which compose Massively Multiplayer Online Role-Playing Games and online gaming in general are discussed and analyzed thoroughly to understand the impact games can have in vocabulary acquisition. This investigation is guided by five different concepts involved in online gaming, which are multiplayer online games, English vocabulary acquisition, game-based learning, gaming and internet addiction, and future of teaching. These concepts were investigated based on the amount of research which has taken place internationally in recent years, as online games have increased their popularity. Therefore, each concept is explored to illustrate and summarize the impact that these platforms can hold in the acquisition of language. As a result, this can work as a guide for future researchers eager to find out more about this fascinating topic.

2.1 Literature Review

The main objective of this project is Massively Multiplayer Online Role-Playing Games; consequently, many concepts were consulted to find the information which better suits this investigation. As stated, the researcher concluded on various concepts that their relationship to the topic needs to be understood for this investigation to take place. These concepts are game-based learning, gaming addiction, multiplayer online games, English vocabulary acquisition, and future of gaming. The investigation of these concepts will allow future researchers to find answers to the future investigations related to this topic and gaming in general. As this investigation takes place during the Coronavirus pandemic, the theory and literature reviewed were added as a normal investigation. The theories involving the

process of teaching during a pandemic are yet not available, this was the best option to gather the information needed. This atypical situation conditioned the process of this investigation, since the pandemic is affecting worldwide. Therefore, the literature review is done without taking in consideration this situation.

2.1.1 Massively Multiplayer Online Role-Playing Games

Massively Multiplayer Online Role-Playing Games are defined as “*A video game that takes place in a persistent state world (PSW) with thousands, or even millions, of players developing their characters in a role-playing environment. The virtual world in which the game takes place is never static*” (Techopedia, 2017). In other words, it is a game in which a person interacts within a virtually made world with different people and options, and the world is never static, meaning the world does not stop if a person logs off, as it keeps going and interacting. This creates a world of never-ending interaction and creation of characters which people feel identified with. These types of games could develop a sense of belonging if the person who plays game feels attached to the people and connections which are created while playing a game. The main goal of these types of games will always be the same one: fun.

These games involve different sections that should be understood. Firstly, the part which characterizes these types of games is that they are massive. Massively is basically defined as “*Forming or consisting of a large mass*” (Merriam Webster Dictionary, n.d.). Hence, Massively Multiplayer Online Role-Playing Games consists on games which involve large masses of people playing simultaneously and for the same or similar objective. These objectives vary from game to game, as they could be missions, levels, or experience in the

game. Games such as League of Legends have a monthly player count of 115 million players, making the word massively meaningful.

The difference these games have with others in regards of appeal is the fact that they are role-plays. Role-play is defined as “*An activity in which you pretend to be someone else, especially in order to learn new skills or attitudes*” (MacMillan Dictionary, n.d.). Therefore, the idea of role-play is to escape from reality and a form of gratification. Massively Multiplayer Online Role-Playing Games give this opportunity with the creation of, in most cases, customizable characters; therefore, this provides a person with the freedom to be disguised from reality and try different things. These games offer the platform to let people be who they want to be while being entertained.

Role-playing games have evolved through time. As stated by Hitchens and Drachen (2008), games have changed “*from the traditional pen-and-paper form, that originated with Dungeons and Dragons, with a group of friends playing around a table, to large live-action game, with hundreds of people acting out their assumed roles.*” Therefore, role-playing games have been part of people’s lives since a long time, going from simple games to a more evolved game such as Dungeons and Dragons, which is one of the most famous role-playing games in the current times. Role-playing games have been changing through time; however, the impact keeps being the same, to act out with roles which motivate the person to play. These games drive people to engage in different ways.

Even though, role-playing is attractive to some people, the process behind is more detailed than people think. As Montola (2007) shared, “*I see roleplaying as an interactive process of defining and re-defining an imaginary game world, done by a group of*

participants according to a recognized structure of power.” In other words, the process behind role-playing follows a greater force, which motivates the players to play. In the case of role-playing games, this force incites the players to keep on improving and wanting to win the game. People’s desire to win the game is what makes these type of games interesting to play with and give an opportunity.

The act of role-playing is defined as a change of behavior and assumption of a different role. Role play is a media, where a person, through immersion into a role and its world, is given the opportunity to participate in and interact with the content of this world. Thus, role-playing gives the chance of interacting with a different idea and perspective. This immersion in a role-play is what attracts a person to be involved in the role-playing world, as they are welcomed into a new world where they might identify more regarding their opinions and values. This process allows the person to have a different escape to their life and enter the one they choose.

After reviewing the concept, it can be stated that a role-play, in the case of Massively Multiplayer Online Role-Playing Games or MMORPG, is usually a game where various aspects are combined into one; as for example, creating a character in a fantasy world or a science-fiction world. *“MMORPGs are one of the most recent and popular types of video games played worldwide”* (Billieux, Deleuze, Griffiths, & Kuss, 2015). Thus, as the quote explains, Massively Multiplayer Online Role-Playing Games are a world-wide that has become easier to have as technology has expanded in recent years. These games or platforms allows games to become even more globalized and enables the inclusion of a lot of people

all over the world. These games let people to be engaged in an in-game life, where they can develop friendships and connections without leaving a specific room.

The evolution of Massively Multiplayer Online Role-Playing Games, as stated before has come a long way. *“MMOG or Massively Multiplayer Online Games evolved out of multi-user dungeons (MUDs). A MUD or Multi-user dungeon is a multiplayer computer game that typically combines text instant message chat rooms and role-playing games”* (Brasswell and Childress, 2006). In other words, multi-user dungeons were the first step and the base to Massively Multiplayer Online Role-Playing Games. These platforms gave the possibility of interacting with other users in a interactive online system; therefore, they have a high importance to what is known as Massively Multiplayer Online Role-Playing Games or MMORPG, nowadays.

Massively Multiplayer Online Role-Playing Games are deeply social games. Players indicate what they know and enter the game through previous links such as school, friends, siblings, etc. These platforms promote the possibility of generating new relationships. Moreover, the action is lived simultaneously with other players, each with their own character. Likewise, these games reach a certain level, where it becomes essential to work with other players to achieve the goals of the game, since the enemies or missions are too strong to be faced individually. Therefore, grouping of players exist in these platforms, in some cases they are called Clans or Guilds, which provide in-game benefits according to their level.

2.1.2 English Vocabulary Acquisition

As the main objective of this investigation is to apply the use of Massively Multiplayer Online Role-Playing Games to enhance English vocabulary, the idea of English vocabulary acquisition needs to be addressed. The acquisition of a second language is vital to develop as a person, and in the case of the English language even more so, as it is spoken by over two billion people all over the world. There are many ways a person can improve their English vocabulary acquisition, such developing a reading habit, using dictionaries, and using flashcards. These strategies help a person to learn new words and sentences, which they can apply to their surroundings. Therefore, understanding the best ways to improve English vocabulary acquisition is important to develop this investigation.

For this investigation, all the concepts behind English vocabulary acquisition need to be understood. Firstly, the concept of vocabulary is vast, yet it is very important. Vocabulary can be defined as “*A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge*” (Merriam Webster Dictionary, n.d.). Thus, vocabulary is what defines a person, as the number of words a person knows might define him or her. Teaching words, word morphology, and origin is an important element of any vocabulary learning agenda. A professor should provide multiple exposure approaches to words in different contexts and teach word learning strategies. This is why this investigation looks to open the possibility of learning strategies through Massively Multiplayer Online Role-Playing Games.

The importance of vocabulary is explained by Wilkins (1972), who shares that “*Without grammar very little can be conveyed, without vocabulary nothing can be*

conveyed.” In other words, grammar is important for communication, but it is not as important as vocabulary, as a sentence with the correct words in it can be understood even if it is not grammatically correct. The impact of vocabulary plays a huge part of language communication and vocabulary acquisition. Without vocabulary, communication gets complicated and the message a person wants to transmit gets misunderstood due to the lack of knowledge. Therefore, vocabulary acquisition should be a priority while learning to speak and later while learning a second language.

According to Alpino and Fazlinda (2017),

The word vocabulary has long connoted to the word list, and any language in the world either spoken or written related to the vocabulary. When one learns foreign language, he would first time refer to the word list of the target language. Nevertheless, a language learner is not able speak, read, write, or understand foreign language without knowing vocabulary. The more he knows the words, the better he could be.

Therefore, the importance of a well-rounded vocabulary in a second language and languages in general, depends on the understanding a person could have on the specific foreign language. A person would not be capable of having a proper communication without having knowledge of a competent and proficient level of vocabulary. Hence, as vocabulary keeps improving, the abilities to communicate will come along with the words a person

learns and uses in an immersed context. This is the reason why this investigation looks to investigate further English vocabulary acquisition.

Vocabulary acquisition cannot be ignored while communicating in the everyday life and beyond. As Meara (1980) shares;

Vocabulary acquisition is part of the psychology of second language learning that has received short shrift from applied linguistics and has been very largely neglected by recent developments in research. This neglect is all the more striking in that learners themselves readily admit that they experience considerable difficulty with vocabulary, and once they have got over the initial stages of acquiring their second language, most learners identify the acquisition of vocabulary as their greatest single source of problems.

In other words, it is important for people to not neglect the vocabulary acquisition by focusing on other skills. Vocabulary acquisition is the key to unwind in a second language communicative situation, and it is of vital importance for the development of a good level in a second language. Vocabulary acquisition also allows a person to gain understanding of their surroundings, as it opens the mind and helps to develop the judgement in the real world.

Consequently, second language acquisition, in general, has to be reviewed for the purpose of this investigation. *“Second language refers to any language learned in addition to a person’s first language; although the concept is named second-language acquisition, it*

can also incorporate the learning of third, fourth, or subsequent languages” (Gass & Selinker, 2008). Moreover, second language acquisition can be related to any language in the world. However, for the purpose of this investigation, the researcher will focus on the English language acquisition and its vocabulary. The understanding of second language acquisition is important, as strategies for language learning need to be understood. *“Learning a foreign language effectively means using needed learning strategies”* (Meschyan and Hernandez, 2002). Therefore, the use of strategies is essential for the development of a second language.

Vocabulary acquisition can happen in two ways, incidental vocabulary acquisition or direct vocabulary acquisition. *“Incidental learning is the process of learning something without the intention of doing so. It is also learning one thing while intending to learn another”* (Richards & Schmidt, 2002). In other words, incidental learning means that a person subconsciously learns something, while performing another totally different, or in some cases, a similar task. This can be done by listening to music, watching television, or even playing a video game. This new vocabulary could be unused until the situation warrants it, and the person applies a word learnt previously through these platforms.

“Incidental vocabulary learning refers to the process of learning without specific focus of attention. It’s the way through which learners focus on understanding the meaning of a text or listening to contexts, instead of intentional learning” (Hong, 2010). Thus, incidental vocabulary does not have a particular concern while executing a task, and it is just done in a subliminal manner. Incidental learning allows a person to have a better retention of words, as they do not focus on learning, but on the specific demand. *“Incidental vocabulary*

promotes deeper mental processing and better retention” (Ahmad, 2012). Therefore, this type of learning gives a tranquil learning process. On the other hand, direct or intentional vocabulary acquisition basically means *“learners acquiring words while intending to do so”* (Barcroft, 2004). Therefore, direct vocabulary acquisition would be the learning process where the person solely focus on the acquisition of new words.

2.1.3 Games-based learning

Games have been a part of learning since a person is growing up. For example, in Kindergarten, the first assignment a kid could have is to fit a cube or triangle in a circle-form hole or play dough. Furthermore, games have been changing the world, through the impact technology has in modern society. Therefore, the analysis of each one of these elements is required if a teacher wants to start a project like the one proposed in this document. Moreover, the gratification students received through different techniques is golden. As a result, every teacher can benefit from this document and to apply the suggested techniques.

As shared by Oblinger (2006), *“From a very early age, we learn from games and play. Cops-and-robber or playing house are role simulations. Parents and schools teachers use games to teach colors, numbers, names, and shapes; the process is drill and practice.”* In other words, the amount of information a kid gains from games, is considerable; nevertheless, the process of learning with games must be taken carefully. These games would help a kid to develop their motor skills, creativity, and hand-eye coordination, among other skills, while learning with games since a very early age. Skills such as motor skills are defined as *“Those skills that involve the whole body – your core muscles and the muscles of your arm and legs”*

(Lewis, 2020). The use of a game-based learning approach can help in the development of these skills, so its understanding is crucial for this investigation.

Game-based learning can be defined as “*A type of game play that has defined learning outcomes. Generally, game based learning is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world*” (EdTechReview, 2013). In other words, games-based learning allows an individual to learn information through games; however, this new acquired knowledge needs to be beneficial and used as a tool if it is ever needed. It can also be mentioned that game-based learning “*describes an approach to teaching, where students explore relevant aspect of games in a learning context designed by teachers*” (EdTechReview, 2013). Therefore, this learning strategy makes students to learn subconsciously, while playing a game which they find enjoyable.

The term game-based learning should not be confused with the term gamification, which is “*the application of game-like mechanics to non-game entities to encourage a specific behavior*” (TeachThought, 2019). In other words, gamification does not apply the use of games for learning, in contrast to game-based learning that requires the use of games for a target audience to learn. The difference between these two concepts is important for this investigation, as the main idea is to apply Massively Multiplayer Online Role-Playing Games as a tool for enhancing English vocabulary acquisition, so game-based learning should be applied. Therefore, game-based learning is an important concept within this investigation.

As Cahill (n.d.) shares, “*The core concept behind game-based learning is teaching through repetition, failure, and the accomplishment of goals.*” In other words, game-based

learning follows a strict process which involves various components, where the development of a constant system and techniques can reflect the benefits of games. The use of techniques to measure the data learnt from games is needed, as if not the information gained by a person could not be useful in the long term. The development of techniques will be examined throughout this paper.

Game-based learning has the ability of captivating the emotion and willingness of people to learn, while using technology and feel free while engaging in a learning environment. As Corti (2006) shares;

Games are very good at using drama, storyline, humor, and characters to create a compelling experience which, from a training point of view, develops memory hooks and means that learners not only remember what happened but also why it happened. If undertaken appropriately, games-based learning is the vehicle for embedding new knowledge and skills that can be immediately applied in the workplace. (p. 2)

As this quote implies, the process of games-based learning consists of various factors, which help in the development of skills and comprehension. These skills developed through the use of games are beneficial for personal growth and to widen the knowledge in the environment which surrounds the individual, either academically or in the workplace. These environments change according to the age of the target audience, which in the case of this

paper is 7th graders. Thus, the environment in this scenario would be the use of games as tool for enhancing English vocabulary acquisition while learning in school.

Moreover, the idea of games has changed as the world has advanced. Moreover, these games have also evolved to a more technological manner to play them from a digital perspective. *“Digital games are part of modern culture. Nearly all children play video games, and gaming is common in college, as well. Students play games while visiting friends, listening to music, or doing assignments and many play games during class”* (Oblinger, 2006). In other words, digital games are becoming very usual in the lives of those who have access to Internet and these different platforms. The use of these platforms is influenced by different factors such as friendships, advertisements, and assignments, which some use as an escape from responsibilities. As a result, the use of games keeps increasing as their usage becomes more and more popular and as time goes by in the modern world.

Moreover, as games become more popular, the consumption of technology in general also increases, as the use of computers or tablets. The use of computers plays a big part in the current society, as even the educational environment can take advantage of this as classes can take place virtually. As shared by Williamson, Squire, Gee, and Halverson (2004);

Computers are changing our world: how we work... how we shop... how we entertain ourselves... how we communicate... how we engage in politics... how we care for our health... The list goes on and on. But will computers change the way we learn?

As the quote entails, computers are changing the dynamics of people's lives and are even influencing the way of learning. This is where this investigation looks to find inspiration, as its main focus is on language learning through the use of these technological platforms, as they can change the way people learn a language.

2.1.4 Gaming and Internet Addiction

After reviewing the concept of game-based learning, a different perspective has to be acknowledged, which in this case would be the consequences of online gaming or gaming in general. These consequences would be the development of a gaming addiction that could take a person to forget about the real world. Gaming addiction is defined as the "*Compulsive or uncontrolled use of video games, in a way that causes problems in other areas of the person's life*" (Hartney, 2020). Therefore, the excess of these platforms could also be harmful if not dealt correctly. In other words, supervision should always take place. Nevertheless, these platforms could help a person to develop different skills and not necessarily creating a mental disorder which affects the life of the person suffering it.

By identifying a gaming addiction as a disorder helps to understanding the consequences of this vice if it is taken too far. "*Diagnoses of gaming addiction identify the compulsive playing of video games to the extent to which such behavior causes physical and mental harm, or other detrimental effects to the gamer*" (UKRehab, 2019). The development of this addiction could unlink a series of damages in the person, who develops a compulsive addiction environment. As a result, the handling of the process of gaming needs to be dealt with, so a person does not develop a gaming addiction where the overall consequences can be very damaging. Gaming addiction has to be taken seriously, as more and more kids get

into technology and potential hazards are within it. Thus, gaming addiction is a modern era addiction.

Gaming addiction could also be the outcome of an early internet addiction. Internet addiction could be defined as “*Excessive or poorly controlled preoccupations, urges or behaviors regarding computer use and internet access that lead to impairment or distress*” (Shaw & Black, 2012). In other words, the impulse a person can develop with the use of internet unfolds a series of anxiety feelings and reliance to technology. This reliance makes a person feel the necessity of being more involved in the internet world, so the person could convey to games, and online games especially where the person might find someone with whom to feel identified with. A gaming addiction develops from these type of neediness to devices and internet.

Even though, gaming addiction could develop from an internet addiction, there are different types of internet addictions. These types are Cyber Sexual addiction, Cyber Relationship Addiction, Social Network Addiction, Net Gaming Addiction, and Compulsive Information seeking. All these types of internet addiction make a person feel the urge to be involved with the focus of the addiction by reaching a destructive point. These addictions “*damages relationships with family and friends; it interferes with work; it causes economical instability; it incites to commit crimes*” (De Postis, et al., 2009). Thus, if not treated correctly, they can ruin a person’s life.

As stated, internet addictions can vary from the idea which supplies the addiction. For example, cyber sexual addiction is referred to cybersex which refers to “*the enormous amount of sexual and pornographic material on the Internet and the anonymous way in*

which users can access this information” (Hazelden Betty Ford Foundation, n.d.). Certainly, this addiction does not come close to a gaming addiction, but a similar danger might be possible. When online gaming, people create bonds without thinking in the real person behind the character. The possibility of having dangerous individuals in an online game should always be present.

In the case of gaming addiction, the availability of games and their accessibility facilitate addiction. Online games allow to play through any device connected to the network 24 hours a day, which makes it much more accessible than face-to-face games in current times. In addition, the privacy which characterizes these games, act as a favorable factor, since people can play in front of their computer, tablet, or mobiles, without worrying about what people around them might think. This is what lures people into playing these times of games, as they are easy to understand and get involved. The information handled and given in these games has to be looked into carefully.

2.1.5 Future of Teaching

The idea of teaching has been advancing, as this technological era is improving. Therefore, the concept of teaching, as it is known nowadays, could drastically change in the future. As it is seen, virtually given classes are taken place while this investigation is taking place. Consequently, in the near future, these types of classes might be more normal than in recent times and face-to-face classes could decrease. *“Classrooms will coexist as physical spaces and online, flipping the current learning model upside down so that students can learn at home and spend class time collaborating and applying their knowledge to real-life issues”*

(RMIT University, n.d.). In other words, face-to-face classes might not be as normal, so the future of teaching could change.

The conception behind technology might renew education is not a new idea. Technology has generated advances in many areas of life, such as economy, health, work, and, in recent years, it has done the same with education. Technology has been increasingly common for teachers, as well as for students when doing research or even when studying for a test, for example. All this has made education progressively dependent on technology. This can be seen as an advantage, since like everything, constant updating is important, and technology allows it easily.

Technology is extremely useful for education, as it enables the professor to provide more accurately updated information to students. In addition, it has been seen that technology gives teachers more ideas on how to make the subject more attractive, since it is possible to get out of the educational monotony. As stated by Mohammed in 2019, technology “*can improve learning when used to personalize instruction to each student’s pace.*” In other words, technology makes classes even more interactive for students, since it is much more attractive for them when newer methods are used, which can be had with technology. Technology has managed to give teachers a new tool to introduce the learning process.

Likewise, technology has come to facilitate student’s work. Currently, to do a small research assignment is easy, as the student does not have to spend many hours in a library, as they have the answers just with a click away. One way or another, technology came to facilitate learning, since this cannot only be acquired in a classroom, but also on a computer. It is true that in these times, an educational center is not the only place where students can

learn. Students carry technology in their pockets. Learning, in times like this, is very easy for those who have access to technology.

It would be expected that in the future of education, classes will disappear or at least not be the main focus. In this way, it would be achieved that the main objective of education is for the students to be the ones who guides their own learning process. Most likely, specialized learning circuits will be created for each student, so that he or she determines this through evaluations. One could even get to know qualities and characteristics of the student's personality in order to determine the best learning method for each one.

English will establish itself as the global language of instruction. This because throughout the world, the use of such language has been proclaimed as the universal. In addition to the above, when researching on various topics, those carried out in English as their native language always predominate. It is no news that nowadays an introduction in a magazine or publication must always also be translated into English, which gives it even more importance.

In the case of professors, it is very likely that in the future, they will be facilitators and guides, and will no longer have the role of sole transmitters of knowledge. The internet and technology came to supplant the teacher in some way and it is likely that it will do so completely in the future. It is sensible to remember that the internet and technology are and will be a fundamental support for the student; however, the teacher will never cease to be the guide to achieve the appropriate knowledge. *“Teachers are reinventing themselves and their occupation to better serve schools and students”* (Lanier, 1997). As the quote entails, this

applies in the modern era as future teachers will have to evolve their role and reinvent themselves to take the most advantage of the learning and teaching process.

The role of teachers is going to be even more relevant. They will have to show the students that they must be critical of the information, that not everything they find on the internet is correct, that they must select, and use the most reliable sources. *“The content is no longer up for debate, written in standards that, while more open-ended than they seem, aren’t up to the teacher to describe”* (Heick, 2019). Therefore, the teacher will never stop playing a fundamental role in the educational support of students.

In the case of students, in the technological future they will have a different life to what they have foreseen, and there are still changes to be witnessed. In first instance, it is most likely that students have a more universal mentality and tend to have a more leading role in their education. *“In order to motivate and teach this generation, the school system must be reinvented to be accountable for what matters most”* (Norman, n.d.). In other words, they may begin to behave more like customers expecting good educational material, which they will tear down on their own. There will be a generation of students much more interested in having an education of excellence and, thus they will look for it.

Up to certain point, the students will be the ones who decide their schedule and study time, and it will no longer be imposed by an educational center, if not only recommended. This is because when it comes to having the ease to access to education, which is given by technology, one does not depend on a physical site to be able to make explanations about the matter in question. With all of the above, it can be said that even the role of receiver of the student would be abolished by the new needs and evolution of the educational process. The

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

38

student becomes a client, the professors are going to have to explain much better how they write the grades. Therefore, it can be understood that the student body will have another level of demand with regard to education.

In some way not only the interested students' lives are affected, personal and social relations do, as well. Being in full contact with the network, direct interpersonal contact is lost in some way. It could be said that communication with the rest of the people will be maintained and strengthened even more, since every person will be on the network; however, the physical space is the one that will probably be diminished or even lost. In the past, children spent more time on the streets, without much supervision. Now, children's social life is more limited, they are more at home connected online, and have an agenda. Hence, social life has definitely presented a significant change to this day and this is a course that continues to change.

CHAPTER III

Methodological Framework

The main goal of this chapter is to explain the methodology used in the development of this investigation, as it looks to explain the design of strategies to apply Massively Multiplayer Online Role-Playing Games and to determine the impact of these games after the application of the strategies. All the information is gathered to develop these strategies and to identify the impact of games within 7th graders. Consequently, the intention of the researcher is providing 7th graders with a more refined understanding of the desired objectives. This allows the readers to understand the idea behind this investigation. In addition, it allows future researchers to understand the importance of the instruments while elaborating a thesis. As a result, the investigator looks to give a clearer idea of this paper, whose aim is to analyze the impact of Massively Multiplayer Online Role-Playing Games in the enhancement of English vocabulary acquisition.

3.1 Research Approach

While conducting this investigation paper, it is of great importance to choose the correct method to assemble all the information. For that matter, the usual suspects when it comes to research approaches are the quantitative and the qualitative, even though sometimes a mixed approach can be used. The latter is the combination of the quantitative and the qualitative method. The quantitative approach looks to test hypotheses and usually includes numbers to be interpreted through statistical analysis. On the other hand, the qualitative approach allows to formulate hypotheses and usually works with information expressed in

words. The quantitative approach uses a larger sample size in comparison with the qualitative approach.

The mixed approach is the combination of the qualitative approach and the quantitative approach. This approach allows to answer a research question, while blending both qualitative methods and quantitative methods. It is applied when a researcher feels the necessity to use notions from both methods. The mixed approach is beneficial when an investigator wants to analyze a phenomenon from different points of view. Even though, it could be helpful for gathering information, the use of this method involves a lot of carefulness.

As for this investigation, the chosen approach is the mixed approach, as it allows the researcher a more personal progress with the target population which are 7th graders and also to reflect the impact quantitatively. This mixed approach will allow to focus on a small group of 7th graders and gather the information needed, thoroughly. The benefits of using this approach is being more intimate with the targeted population by being interactive and friendly with them and portray the progress accurately.

3.2 Research Design

As a way to develop this investigation, the researcher while analyzing the expected results for this thesis, has decided to lead the investigation under a descriptive research design. This paper aims to analyze the impact Massively Multiplayer Online Role-Playing Games has in 7th graders at CTP Acosta, so the descriptive research design allows the correct involvement with the target audience. The descriptive research *“aims to accurately and systematically describe a population, situation, or phenomenon. It can answer what, when,*

where, when, and how questions, but not why questions” (McCombes, 2019). This design allows the researcher a close interaction with the target audience, as well as to answer questions related to the development of strategies with the games. All the required data for this investigation can take place under this design.

3.3 Information Sources

In order to elaborate this investigation and acquire the expected results from the main instruments, information sources must be one of the primary parts of the exploration. The information brought together must be looked at closely. This helps to analyze and to understand it in the best way imagined and to obtain the right results. This helpful information can be classified into three different sub parts, as a way to value their importance and their assistance in the development of this investigation.

3.3.1 Primary Sources

According to the University of California, Irvine (n.d.), “*Primary sources are documents, images or artifacts that provide firsthand testimony or direct evidence concerning an historical topic under research investigation. Primary sources are original documents created or experienced contemporaneously with the event being researched*”. As the quote entails, the primary sources in a paper are documents which are contemporary with the investigation itself. Primary sources can be journals, speeches, books, interviews, etc. These sources give an updated perspective on the topic under investigation. The primary sources for this investigation are the games Wizard101 and Pirates Online, which are a multiplayer online game and a massive multiplayer online role-playing game, respectively.

3.3.2 Secondary Sources

According to the Princeton University (n.d.), a secondary source “*interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them*”. In other words, secondary sources give the reader another perspective. Secondary sources have an interpretative objective and are not valued as evidence. These sources serve for discussion purposes. A secondary source can be articles or papers which deal with similar massively multiplayer online role-playing games as an instrument.

3.3.3 Tertiary Sources

“*A tertiary source presents summaries or condensed versions of materials, usually with references back to the primary and/or secondary sources*” (Los Angeles City College, n.d.). As stated, tertiary sources can be dictionaries, bibliographies, guidebooks, etc. Some tertiary sources used in this paper are dictionaries and abstracts. These sources provide the investigator with defined concepts and ideas. They also provide information in a direct format.

3.4 Analysis of Categories

The focus of this investigation is to do a thorough analysis of the games in the English language acquisition as an indirect learning tool.

3.5 Data Collection Instruments

In this investigation, a variety of instruments were used to collect all the information needed for the development of this research and obtained the expected results from the already mentioned objectives. As part of this study, one of the main goals was to create a

bond with the target audience through the use of games to obtain the results. Data Collection Instruments is defined as *“the tools used by researchers to actually collect data in the research process. The common data collection instruments in research include interviews, questionnaires, documentary analysis, and observation”* (Ngulube, 2019). As the quote entails, data collection instruments usually involve direct communication with the target audience, so the desired results can take place. In the case of this investigation, two data collection instruments were used for the development of the information.

3.5.1 Observation

As the main objective of this investigation was to analyze the impact Massively Multiplayer Online Role-Playing Games in the enhancement of vocabulary on 7th graders, an observation was necessary after a step by step of the use of these games is done. An observation would allow the investigator to identify the response of the students to these type of games. *“Observation is way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting”* (Taylor-Powell & Steele, 1996). The observation allows the researcher to collect the response from the students to these games. This observation takes place under two different games.

3.5.2 Evaluation rubrics

After the observation has taken place, an evaluation rubric was used to gather data in this investigation. *“A rubric is a coherent set of criteria for students’ work that includes descriptions of levels of performance quality on the criteria”* (Brookhart, 2013). The evaluation rubrics allows the researcher to grade the effect of these platforms when used by

students. Students were evaluated based on their performance after the use of these platform. Evaluation rubrics allow a more accurate representation of the impact of these games. Moreover, three different rubrics were used in this investigation. The first one was to evaluate the understanding of the concept behind Massively Multiplayer Online Role-Playing Games from the students and see if it fulfills their expectations. The second one was to evaluate the words students can gain from playing these games, and if they are able to use them in a sentences and pronounce them if required. The third one was to evaluate the type of knowledge students can gain from these games. Students were able to add any additional comment or observation they have during the evaluation of this process if they wanted. Moreover, a survey took place to understand the technological background students have in their environment.

3.6 Collection Data Process and Data Analysis

In this study, the data collected mainly came from the instruments created for this study. The interaction with the target audience was friendly as some students already knew different type of games such as Fortnite, Clash of Clans, Among Us, making the students excited with the idea of having a class related to the use of these platforms. By subjecting the target population to the instruments assigned the researcher would be allow to collect the data and provide future researchers with information on the use of these platforms. Secondly, the games Wizard101 and Pirates Online were used as main sources of information. The games were used by the investigator as a complement for students to acquire more English vocabulary.

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

45

Moreover, the use of these games allowed the investigator to give students new words for them to use in exercises mentioned by the researcher during the process, providing the study with information for different backgrounds within the students. Finally, the investigator took the information primarily from external sources, as for example the games previously mentioned, surveys, and class observation. The games were chosen due to the familiarity with the researcher. The use of these games let the students to learn new words. As a result, this study was mainly completed as a close interest to the investigator.

CHAPTER IV

Data Analysis

The purpose of this chapter was to analyze the impact these games had on the English vocabulary acquisition of the target audience. Moreover, the instruments were thoroughly developed to obtain the results, which were supported by the data collected from the students. Furthermore, the activities used for the data collection process are explained. Finally, the final results of the instruments are shown.

4.1 Analysis and Interpretation of the Results

4.1.1 Class observation

The objective of the class observation was for the researcher to be familiarized with the group. The observation was made through the application Microsoft Teams as this is where students had their normal English class. The researcher tried to identify the problems students had during the class observation, as these could be manifested during the development of the activities chosen by the researcher. The class observation was overall positive as the researcher met the students in their own comfort zone.

4.1.2 Preliminary survey

The preliminary survey was used as a way for the researcher to understand the possibility of introducing these type of games and if it was possible for students to play them alongside the researcher. The questions from the survey looked to understand the background of the students, if they had computers to play these games on, access to internet and a smartphone to access mobile games, and if they have ever played these type of games before. The researcher mentioned games which have been famous in the last couple of years for

students to understand the idea, such as Fortnite and Clash of Clans, which most students knew beforehand making the process of the survey more adaptable to the desired results from the researcher's perspective. These famous game allowed the researcher to have a more desired result regarding the understanding of the concept from the students.

Figure 1

Accounting of students who have internet access at home.

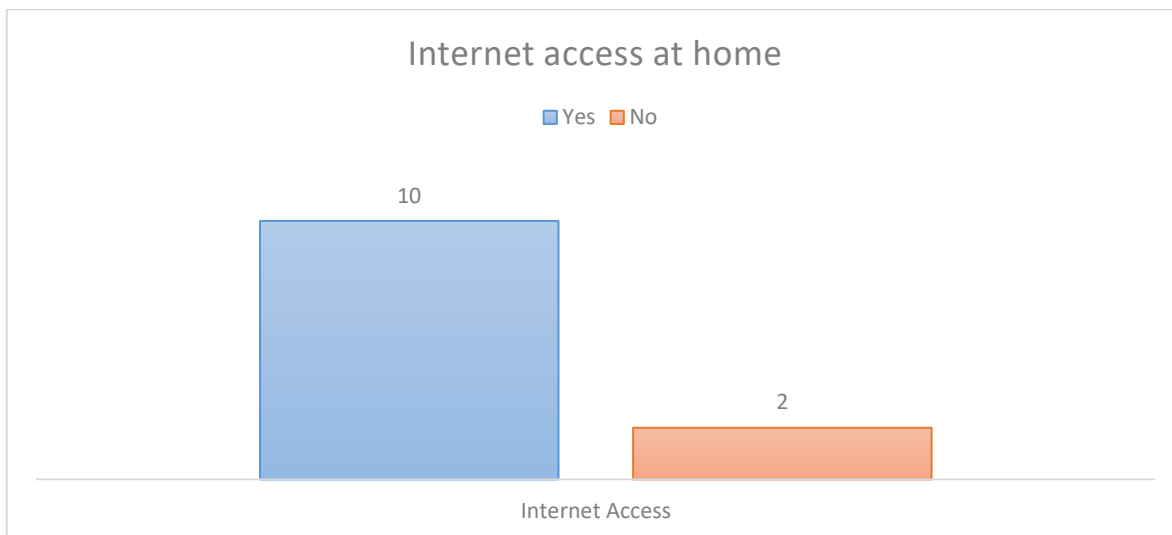


Figure 1. It represents the amount of students who have access to the internet while they are at home. Source: Researcher's own creation.

Figure 1 shows the number of students who had internet access at home and the students who did not. This figure is divided into two columns. The column in a light blue color represents the students with internet access and the column in orange represents the students without internet access. Both columns have the respective students who answered the survey on the top and are divided according to their answer. As it is shown, from twelve

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

48

students 10 met the internet access requirement and 2 did not meet the internet access requirement. With this comparison it is clear that most students would be able to use the games properly.

Figure 2

Accounting of students who have a computer at home.

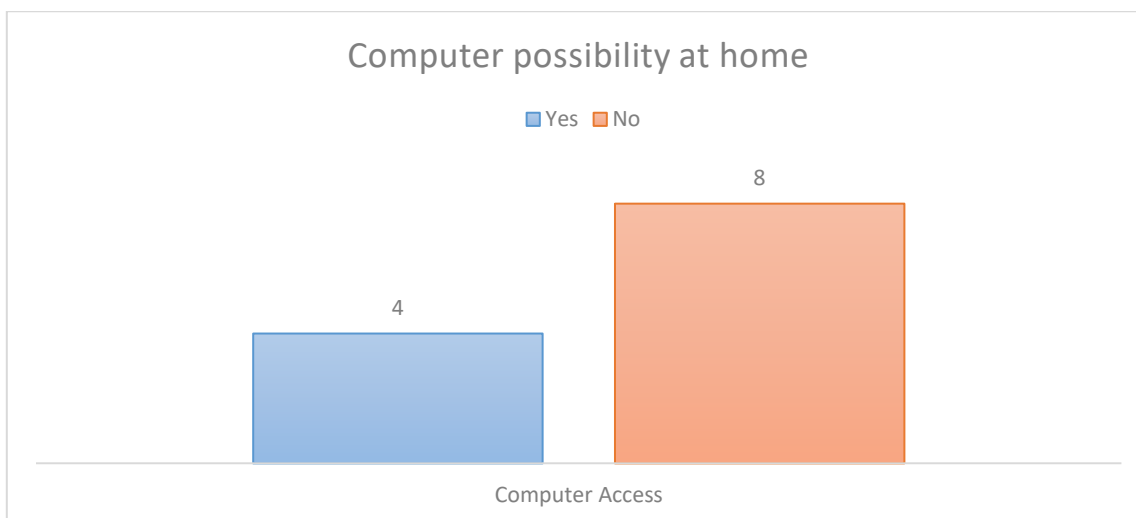


Figure 2. It represents the amount of students who have a computer that can be used while they are at home. Source: Researcher's own creation.

Figure 2 shows the number of students who had computers or were able to use computers at home and the students who did not have such possibility of using. This figure is divided into two columns. The one in a light blue color represents the students with computers and the one in orange represents the students without computers. These columns have their respective number of students on the top and are divided according to their answer. From twelve students 4 had a computer at home while 8 did not have a computer at home.

With this comparison it is clear that most students do not have the option of playing these games through this platform.

Figure 3

Accounting of students who have a smartphone

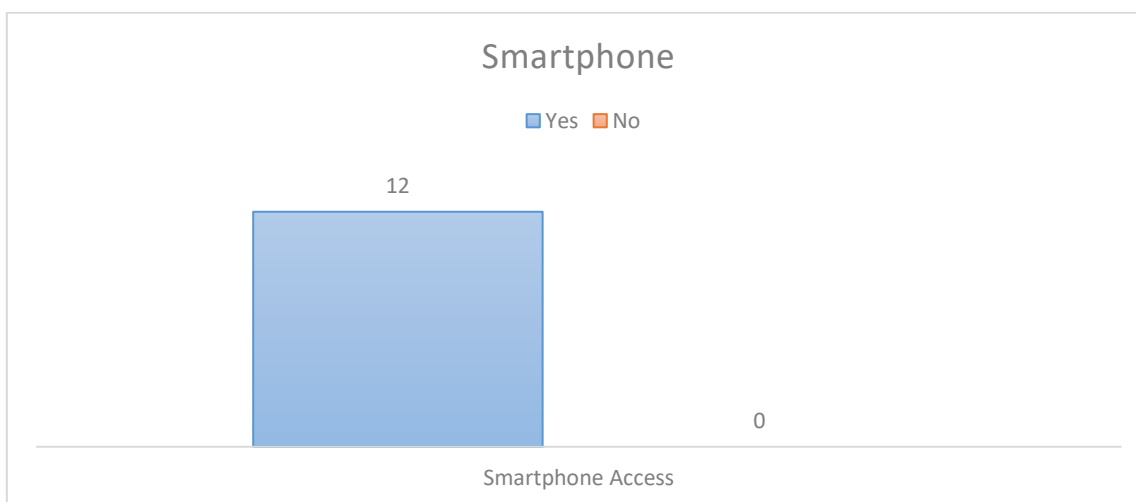


Figure 3. It represents the amount of students who own a smartphone. Source: Researcher's own creation.

Figure 3 shows the number of students who have a smartphone and the students who did not own one smartphone. In the case of this figure, all students answered Yes as the activity was done virtually and there were only two students who did not have neither telephone nor internet access so they were not part of this activity. Consequently, the target population was only 12 students instead of the 14, which originally composed the group. This figure is divided into two columns. The one in a light blue color represents the students with smartphones and the one in orange represents the students without smartphones. Both columns list the students who answered the survey on top of each option and are divided

according to their answer. From 12 students all were owners of a smartphone. With this comparison it is clear that most students have the possibility of playing games with this option.

Figure 4

Accounting of students with previous knowledge about multiplayer games.

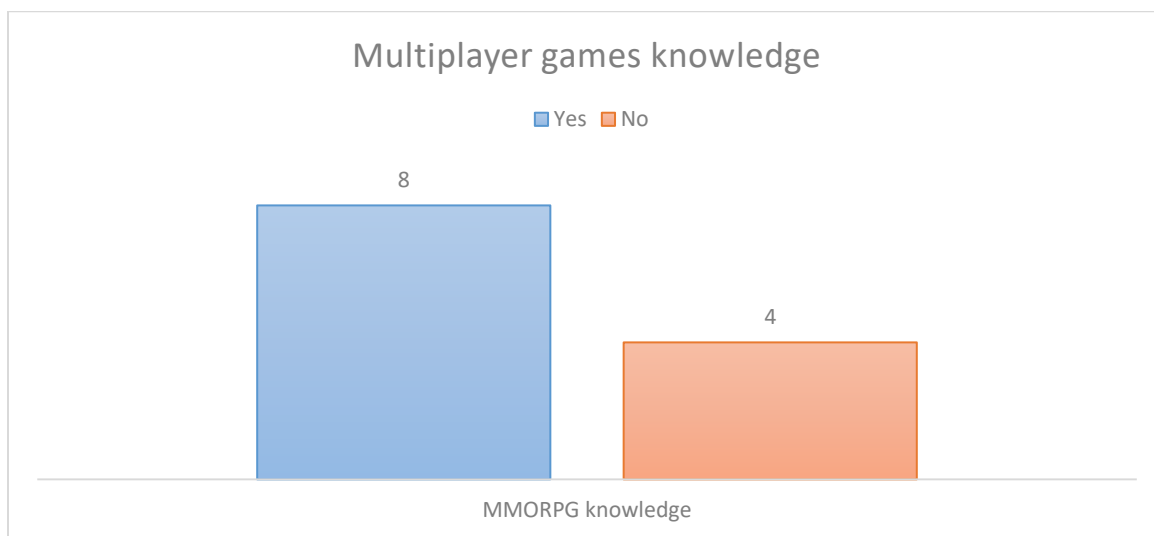


Figure 4. It represents the amount of students who had previous knowledge of these type of games before this investigation. Source: Researcher's own creation.

Figure 4 shows the number of students who had previous knowledge about these type of games and the students who did not have previous knowledge about them. This figure is divided into two columns. The one in a light blue color represents the students with previous knowledge and the one in orange represents the students without previous knowledge. Both columns have the students who answered the survey on top of each option and are divided according to their answer. From twelve students, 8 felt that they knew the concept of these

games and 4 students were not sure about this concept. With this comparison it is clear that most students understand the concept of Massively Multiplayer Online Role-Playing Games since before the application of this investigation.

Figure 5

Accounting of students who have played these games before.

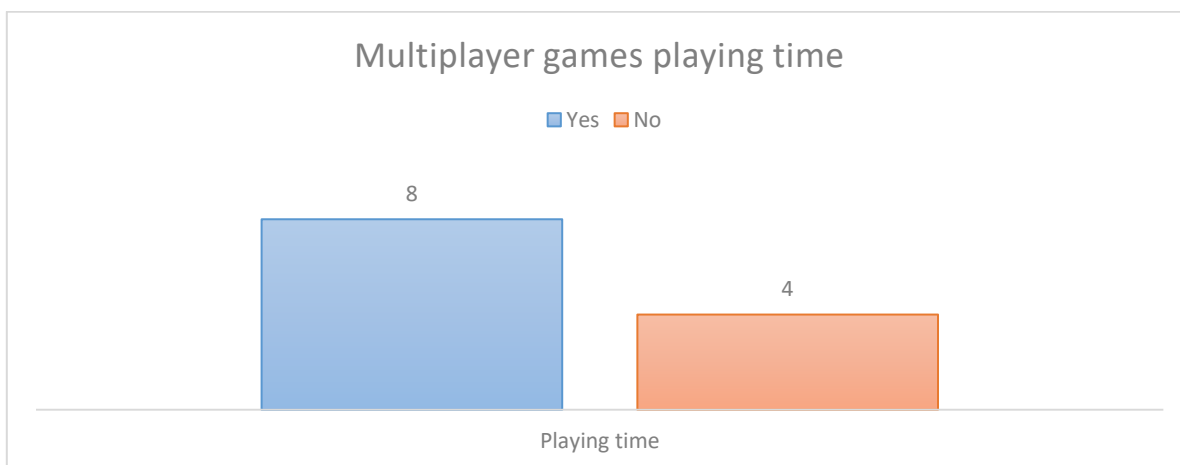


Figure 5. It represents the amount of students who believed they have played a Massively Multiplayer Online Role-Playing Game before. Source: Researcher's own creation.

Figure 5 shows the number of students who believe they had played a Massively Multiplayer Online Role-Playing Game before and the students who believed otherwise. This figure is divided into two columns. The one in a light blue color represents the students with previous experience and the one in orange represents the students without previous experience. Both columns have the number of students who answered the survey on top of each option and are divided according to their answer. From twelve students, 8 had played games where a multiplayer environment was used and 4 had not played any games within a multiplayer environment. With this comparison it is clear that most students had experience

with Massively Multiplayer Online Role-Playing Games since before the application of this investigation.

Figure 6

Accounting of students who have played these games with friends.



Figure 6. It represents the amount of students who have played multiplayer games with friends. Source: Researcher's own creation.

Figure 6 shows the number of students who had played a Massively Multiplayer Online Role-Playing Game with friends before and the students who had not played with friends, as well as a third option that was added for the students who had not played these games at all. This figure is divided into three columns. The one in a light blue color represents the students who have played, the one in orange represents the students who have not played with friends, and the one in grey color is intended for students who have not played these games at all. The three columns have the number of students who answered the survey on the top of each option and are divided according to their answer. As it is shown 8 students had played these games alongside friends and 4 had not played Massively Multiplayer Online Role-Playing

Games at all. With this comparison it is clear that most students have experience with Massively Multiplayer Online Role-Playing Games since before the application of this investigation.

Figure 7

Accounting of students who have played a game where English is the main language.

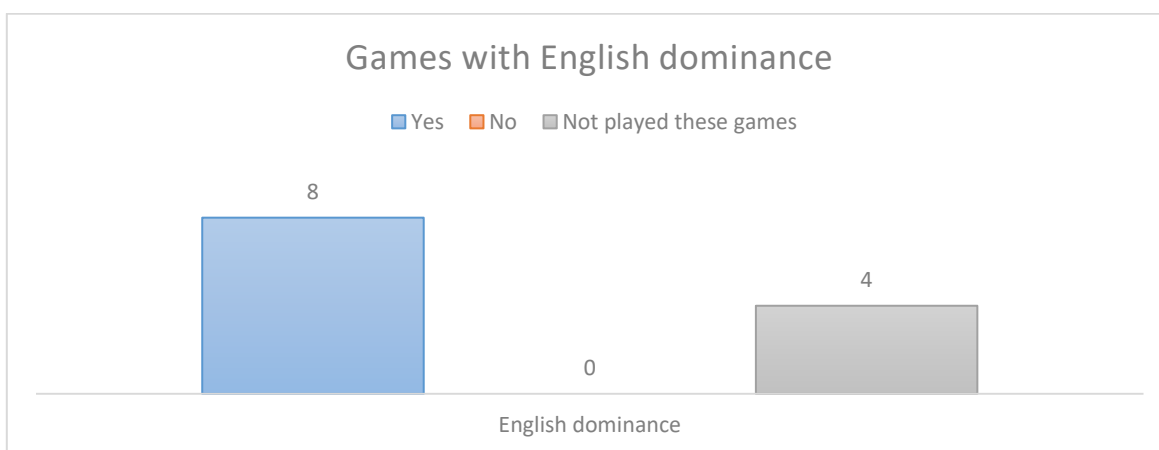


Figure 7. It represents the amount of students who have played multiplayer games where English is the main language. Source: Researcher's own creation.

Figure 7 shows the number of students who have played a Massively Multiplayer Online Role-Playing Game where English is the main language, the students who have played a game where English is not the main language, and the third option which was added for the students who have not played these games at all. This figure is divided into three columns. The one in a light blue color represents the students who have played in a game where English is the main language, the one in orange represents the students who have not played games where English is the main language, and the one in a grey color is intended for students who have not played these games at all. The three columns have number of the

students who answered the survey on top of each option and are divided according to their answer. As it is shown, from twelve students 8 had played games where English is the main language and 4 explained that they had never played these games or they think they had not played these games. With this comparison it is clear that most students have experience with Massively Multiplayer Online Role-Playing Games in English since before the application of this investigation.

Figure 8

Accounting of reactions students have regarding these games.

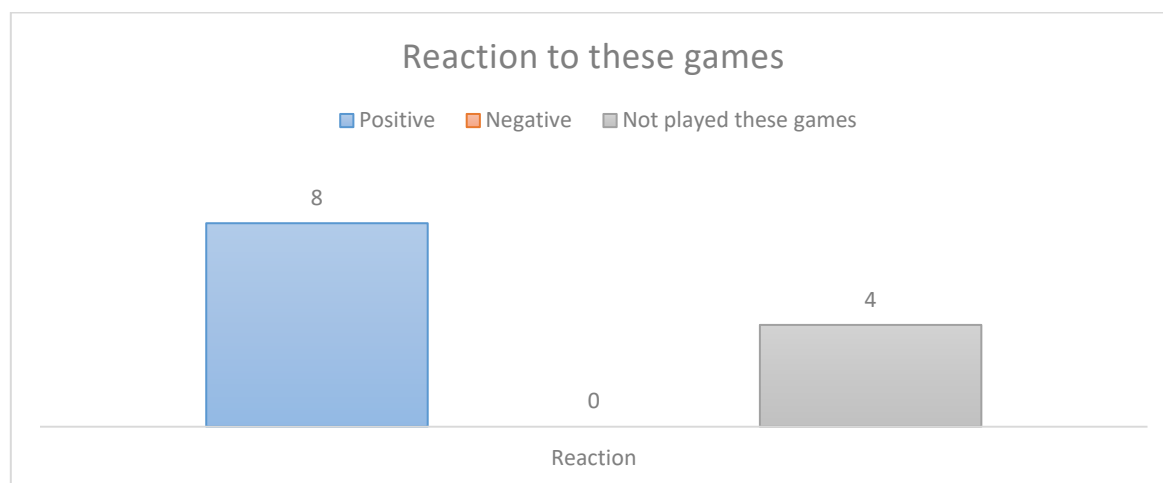


Figure 8. It represents the reaction the students had while playing these games. Source: Researcher's own creation.

Figure 8 shows the number of students who had a positive reaction when played a Massively Multiplayer Online Role-Playing Game before and the students who had the opposite experience. This figure is divided into two columns. The one in a light blue color represents the students with a positive experience, the one in orange represents the students with a negative or null experience, and the one in a grey color is intended for students who

have not played these games at all. The three columns have number of the students who answered the survey on top of each option and are divided according to their answer. From twelve students, 8 had a positive reaction to these games and 4 students had never played these games or they think they had not played these games. With this comparison it is clear that most students have had a positive experience with Massively Multiplayer Online Role-Playing Games since before the application of this investigation.

Figure 9

Accounting of preference students have regarding playing games.

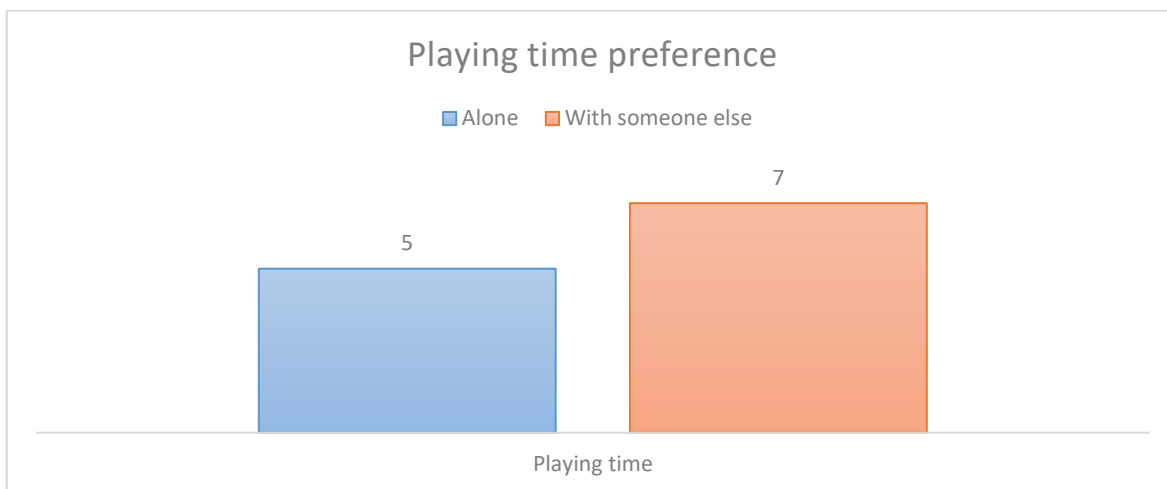


Figure 9. It represents the preference the students have while playing games. Source: Researcher's own creation.

Figure 9 shows the number of students who prefer to play a Massively Multiplayer Online Role-Playing Game or games in general alone and the students who prefer to play these type of games with someone else. This figure is divided into two columns. The one in a light blue represents the students who prefer to play alone and the one in orange represents the students who prefer to play with someone else. These columns have their respective

number of students on the top and are divided according to their answer. As it is shown from twelve students, 5 students preferred to play games alone and 7 students preferred to play with someone else, as a multiplayer environment. With this comparison it is clear that most students preferred to play games with someone else instead of playing games by themselves.

4.1.3 Activities

The activities done by the researcher to obtain the desired results consisted on various steps. First, an introductory class where the concept was viewed and the understanding of the students was measured. Moreover, it was obtained the expectations regarding the use of these games, and the possibility students had to play these games regarding their technology background. After that, the games chosen for this investigation were played through the application Microsoft Teams. The researcher gave students words as they came from the games; therefore, in this way the students could get in touch with new vocabulary allowing the researcher to analyze the words students would get later. Students wrote down the words to be used later in the creation of sentences and pronunciation as requested by the researcher. After the games were played, the researcher asked the students to write down simple sentences with the new words, which came from the games as a way to measure their understanding of these words and their Furthermore, the researcher also asked the students to pronounce the words and write them down by memory. With these steps the researcher gathered the information for this paper through the evaluation rubrics mentioned in Chapter 3.

These activities were adapted, as the results of the survey stated that not all students had access to internet or a computer to play the games by themselves. Consequently, the

activity chosen allowed the students to see the features of the games through their Microsoft Teams application. As this investigation took place during the Coronavirus pandemic, the option to play the games in a face-to-face environment was very limited. The results were based on these activities and circumstances. Therefore, the results of the activities were conditioned by this situation.

4.1.3.1 Introductory activity

The preliminary activity was an introductory activity where all the elements necessary were evaluated. In this activity, the understanding of the concept of Massively Multiplayer Online Role-Playing Games, the expectations students had from these games, and the technology availability were measured. By taking these concepts into consideration the researcher made sure the target population could participate. Therefore, this activity was the first step in the planning of the development of the investigation.

First, the understanding of the concept was measured by introducing the topic with a presentation. This allowed the students to be familiarized with the concept. Moreover, this understanding could be measured through the scores obtained by the students as these helped the researcher to introduce the topic more accurately.

Second, the second aspect on the expectations of the students, was evaluated. The researcher allowed the students to show their excitement and asked them directly from a scale from 1 through 4. This way the researcher could elaborate the most appropriate way to develop the activities with the games. Finally, the technology background students had was fixated. This way the researcher could see the alternatives to the activities in case students were not able to be part of the activities. The background went from not being able to connect

at all to being fully equipped to connect to these games. Therefore, allowing the games to take place.

Figure 10

Representation of the understanding of the concept by the students.

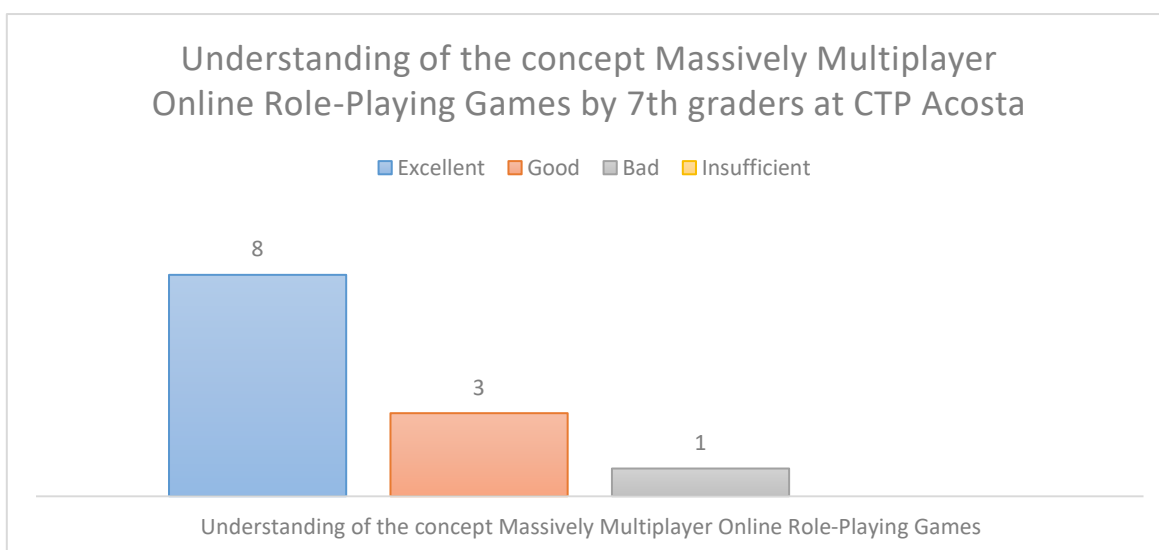


Figure 10. It represents the understanding students had of the concept Massively Multiplayer Online Role-Playing Games. Source: Researcher's own creation.

According to the instructions of the activity, an introduction to the topic was assessed and thus, the understanding and knowledge students had of the concept could be measured and understood. Figure 10 shows the comparison regarding the understanding students had of the concept of Massively Multiplayer Online Role-Playing Games after explaining it. This figure is divided into four different columns, where each one represents the grade that student got after the introduction. Excellent is in a light blue color, good in an orange color, bad grade in a gray color, and the insufficient category, in a yellow color. Each column has the

respective number of students and are divided according to the obtained grade as excellent means 4 points, good 3 points, bad 2 points, and insufficient 1 point. All the rubrics were applied to the twelve students available through virtual classes. As it is shown from twelve students 8 had an excellent understanding of the concept, 3 students had a good understanding of the concept, and 1 had a bad understanding of the concept. With such data, the researcher can conclude that the concept is accurately understood by the students.

Figure 11.

Representation of the expectations from students for these games.

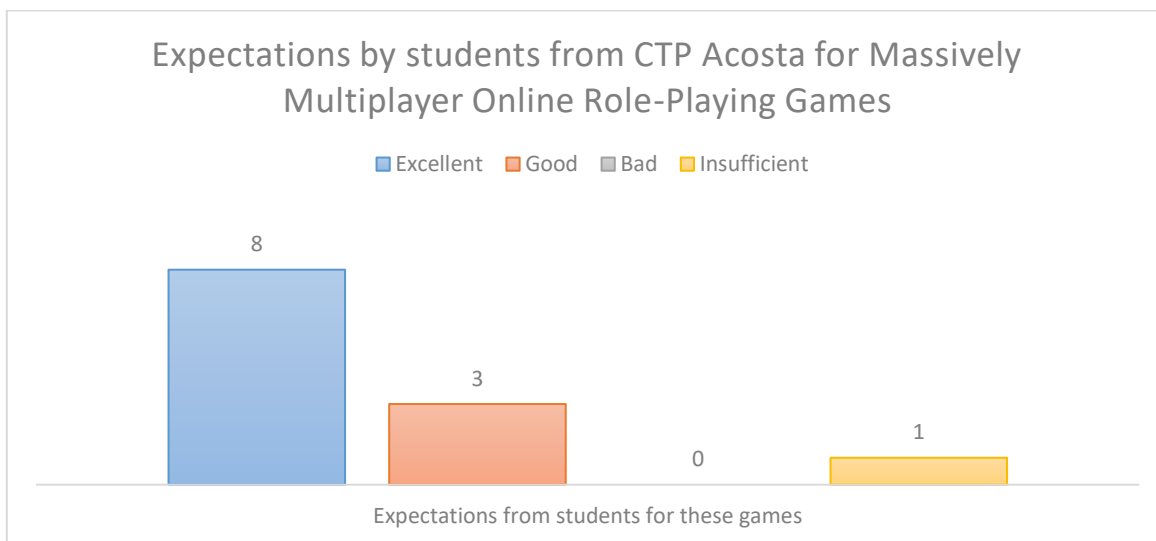


Figure 11. It represents the expectations students had about the use of Massively Multiplayer Online Role-Playing Games. Source: Researcher's own creation.

As the introduction was assessed, the expectations from students had to be taken into account. This way the researcher could adapt the activity to meet their expectations. Figure 11 shows the comparison regarding the expectations students had on the use of Massively

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

Multiplayer Online Role-Playing Games after explaining it. This figure is divided into four different columns where each one represents the grade the student got after the introduction. This figure represents the excellent grade in a light blue color, the good grade in an orange color, the bad grade in a gray color, and the insufficient category in a yellow color. Each column has the respective number of students on top of the column according to the obtained grade as excellent means 4 points, good 3 points, bad 2 points, and insufficient 1 point. All the rubrics were applied to the twelve students available through virtual classes. As it is shown from the twelve students 8 had excellent expectations from these games, 3 had good expectations, and 1 was indifferent about the use of these games. With such data, the researcher can conclude that the expectations from students was as expected as most students were excited about this activity.

Figure 12

Representation of the technology requirement from students.

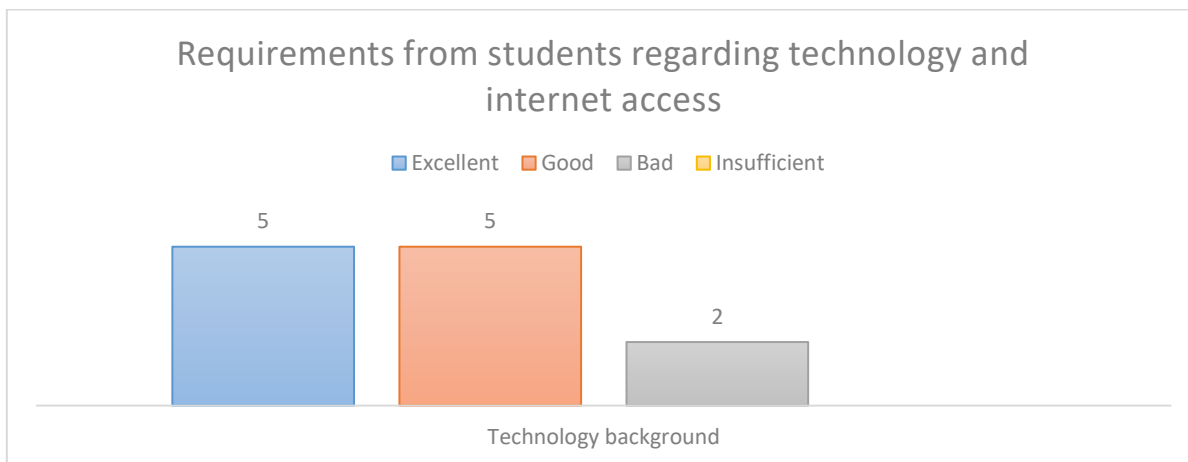


Figure 12. It represents the requirements in technology students had to use Massively Multiplayer Online Role-Playing Games. Source: Researcher's own creation.

As a final step in the introduction, the availability of technology was measured in case the activity had to be adapted. Figure 12 shows the comparison regarding technology backgrounds from all the students. This figure is divided into four different columns where each one represents the availability of technology students had at home during the development of this investigation. This figure represents the excellent grade in a light blue color, the good grade in an orange color, the bad grade in a gray color, and the insufficient category in a yellow color. Each column has the respective number of students on top of the column according to the obtained grade as excellent means 4 points, good 3 points, bad 2 points, and insufficient 1 point. All the rubrics were applied to the twelve students available through virtual classes. As it is shown from the twelve students 5 had an excellent technology availability, 5 had a good technology availability and 2 students had bad technology availability. With such data, the researcher can conclude that the background of the available students was acceptable.

4.1.3.2 Game 1: A Wizard's Spell

The researcher has called the activity with game 1 as “A Wizard’s Spell” as the game used for this activity was Wizard101 which is a massively multiplayer online role-playing game released in 2008 by Kingside Entertainment making the name of the activity as a reference to the game. This activity was held on March 24nd with the seventh-grade students. This activity was applied to the 12 students which had the possibility of connecting to the virtual classes, as two students did not have internet or a smartphone to access the Microsoft Teams application. The researcher explained the installation of the game for the students that used computers, so they could play it along if they wanted. Moreover, the researcher also

explained the features for all students to understand the game. As not all students had the possibility to download the game, the researcher adapted the activity and shared the screen while launching the game and doing a small gameplay. The researcher then asked the students' words which came as the gameplay took place, as well as if they knew what they meant. The students had to write down these words so they could use them later on while writing a sentence and pronounce it if requested. The researcher also asked for students to write down the new words by memory after the sentences were written to evaluate their memorization skills regarding the new words. Once all students had different words the researcher ended the gameplay. Once concluded, the researcher asked the students to create sentences with the new vocabulary.

4.1.3.3 Game 2: A Pirate's Quest

The researcher has called the activity with game 2 as "A Pirate's Quest" as the game used for this activity was the game Pirates Online. This is a massively multiplayer online role-playing game released in 2017 and a private server based on the game Tales of Pirates which was a 3D massively multiplayer online-role playing video game developed by the company MOLI making the name of the activity a reference to the game. This activity was held on March 25nd with the seventh-grade students. This activity was applied to the 12 students which had the possibility of connecting to the virtual classes as two students did not have internet or a smartphone to access the Microsoft Teams application. The researcher explained the installation of the game for the students that used computers so they could play it along if they wanted. Moreover, the researcher also explained the features for all students to understand the game. The process of this activity was the same as activity #1, as not all

students had the possibility to download the game. Consequently, the researcher adapted the activity and shared the screen while launching the game and doing a small gameplay. The researcher then asked the students' words which came as the gameplay took place, as well as if they knew what they meant. The students had to write down these words so they could use them later on while writing a sentence and pronounce it if requested. Once all students had different words the researcher ended the gameplay. The researcher also asked for students to write down the new words by memory after the sentences were written to evaluate their memorization skills regarding the new words. Once concluded, the researcher asked the students to create sentences with the new vocabulary.

Figure 13

Accounting of words students recognize before the games are played.

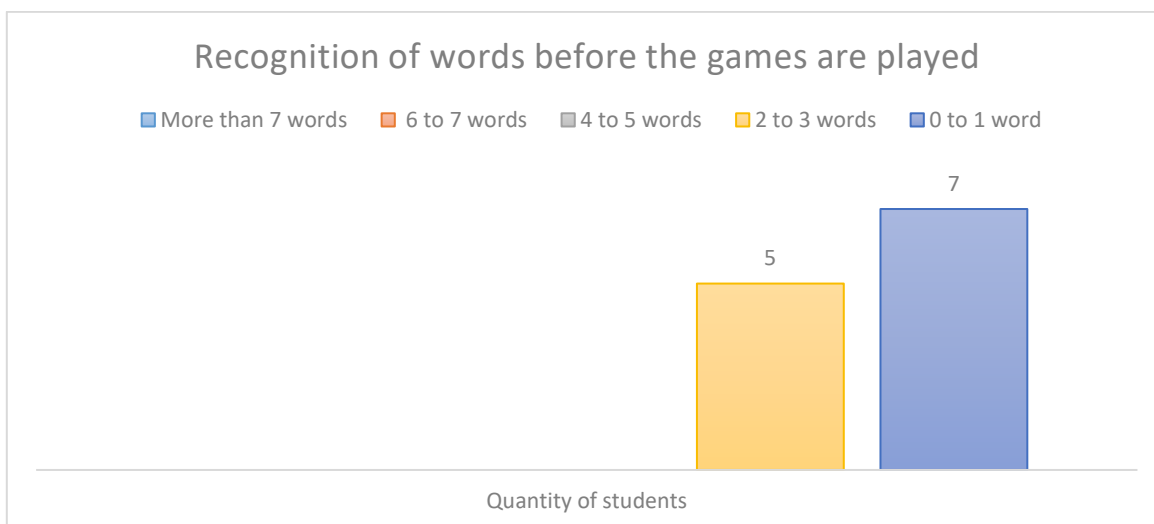


Figure 13. It represents the amount of words students recognize the first time they are in touch with the games. Source: Researcher's own creation.

Figure 13 shows the amount of words students recognized before the games were played. This figure shows if the students recognized more than 7 words, from 6 to 7 words, from 4 to 5 words, from 2 to 3 words, and the last one, from 0 to 1 word. This figure represents the column with more than 7 words in light blue, the column 6 to 7 words in orange, the column 4 to 5 words in gray, the column 2 to 3 words in yellow, and the column 0 to 1 word in blue color. Columns have their respective number of students on top of the column and are divided by the obtained grade. From 12 students, 5 students were able to recognize between 2 to 3 words and 7 students recognized 0 to 1 word. With this comparison it is clear that the amount of vocabulary 7th graders have from these games is very limited.

Figure 14

Accounting of words students recognize after the games are played.

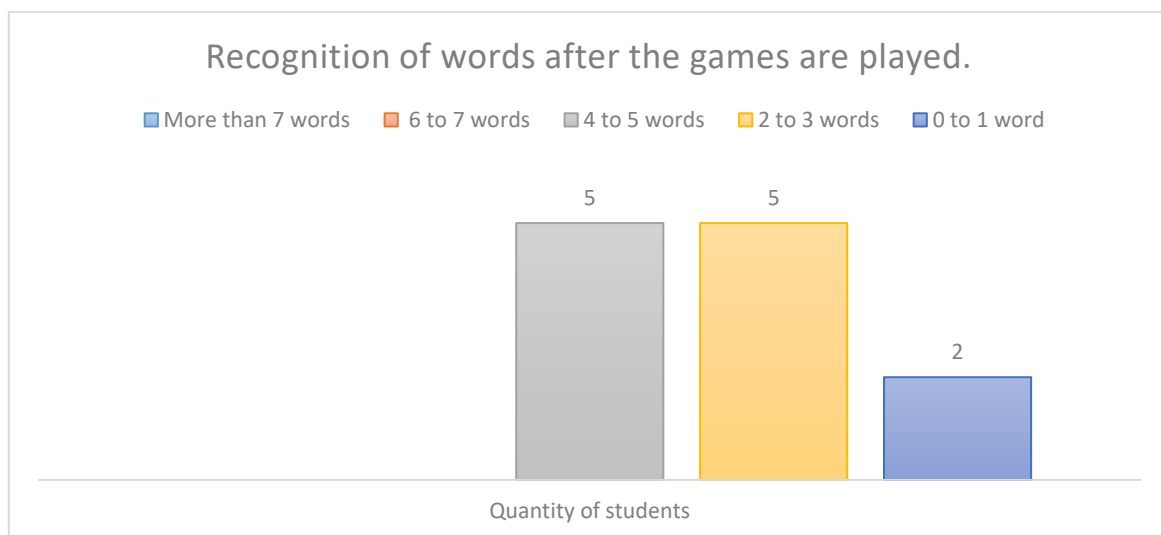


Figure 24. It represents the amount of words students recognize after the games are played. Source: Researcher's own creation.

Figure 14 shows the amount of words students recognized after the games were played. This figure shows the students recognized more than 7 words, from 6 to 7 words, from 4 to 5 words, from 2 to 3 words, and the last one, from 0 to 1 word. This graphic represents the column more than 7 words in light blue, the column 6 to 7 words in orange, the column 4 to 5 words in gray, the column 2 to 3 words in yellow, and the column 0 to 1 word in blue color. Columns have their respective number of students on top of the column and are divided by the obtained grade. From 12 students, 5 students were able to recognize between 4 to 5 words, 5 students recognized 2 to 3 words, and 2 students recognized 0 to 1 word. With this comparison it is clear that the amount of vocabulary 7th graders can obtain from Massively Multiplayer Online Role-Playing Games is small, but possible.

Figure 15

Accounting of new words students are able to pronounce.

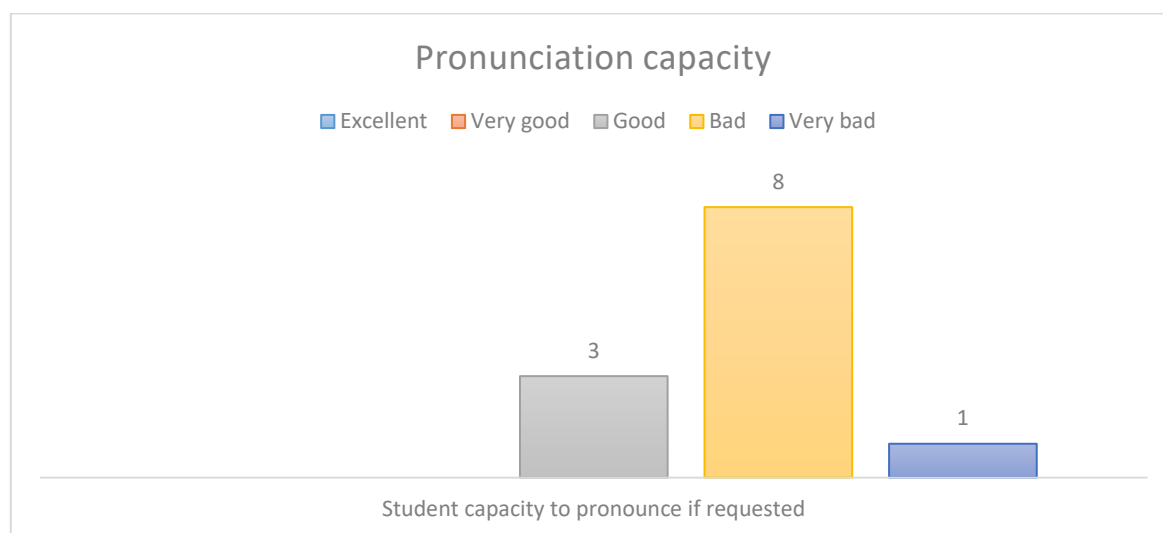


Figure 35. It represents the ability from students to pronounce the words if requested. Source: Researcher's own creation.

Figure 15 shows the amount of words students were able to pronounce if requested after the games were played and the students had written down the words. This figure represents the column excellent in light blue, the column very good in orange, the column good in gray, the column bad in yellow, and the column very bad in blue color. Columns have their respective number of students on top of the column and divided by the obtained grade. From 12 students, 3 students were able to pronounce the words in a good way, 8 students pronounced the words in a bad way, and 1 student pronounced the words in a very bad way. With this comparison it is clear that the pronunciation 7th graders have is very limited.

Figure 16

Accounting of ability from students to write sentences with the new words.

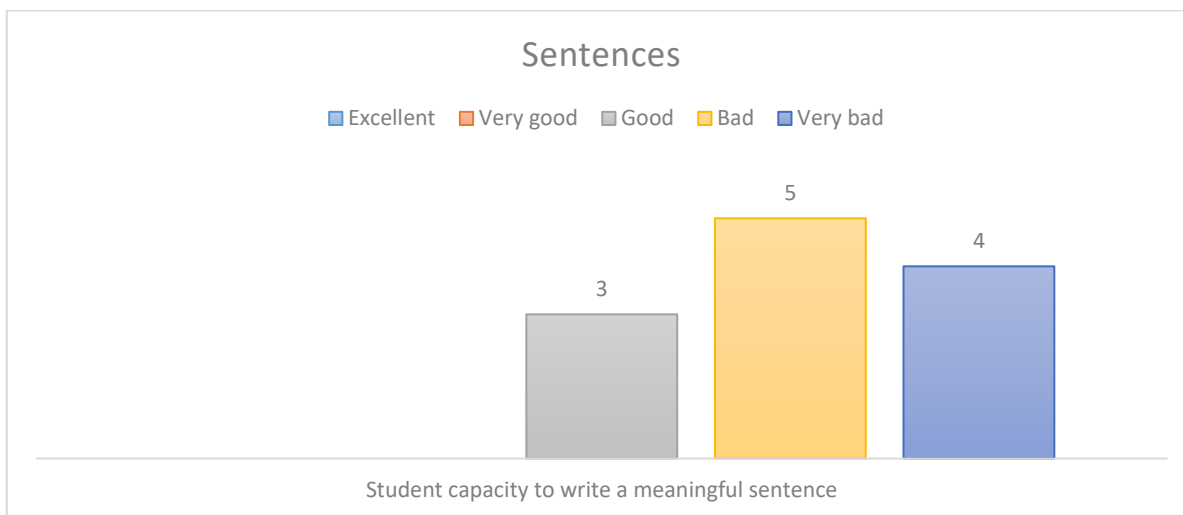


Figure 46. It represents the ability from students to write a sentences with the new words. Source: Researcher's own creation.

Figure 16 shows the ability from students to write meaningful sentences if requested after the games were played and the students had written down the words. This figure represents the column excellent in light blue, the column very good in orange, the column good in gray, the column bad in yellow, and the column very bad in blue color. Columns have their respective number of students on top of the column and divided by the obtained grade. From 12 students, 3 students were able to write the sentences in a good way, 5 students wrote the sentences in a bad way, and 4 students wrote the sentences in a very bad way or did not even try to write the sentences. With this comparison it is clear that the writing skills 7th graders have is almost non-existent.

Figure 17

Accounting of words students memorize the way the words are written.

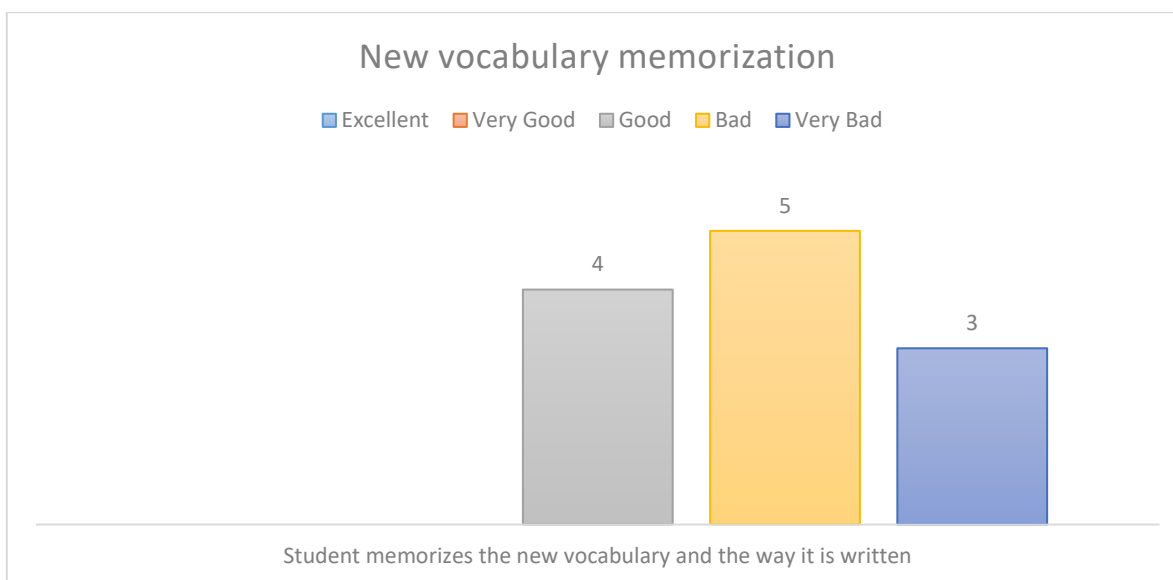


Figure 57. It represents the ability from students to memorize the new words. Source: Researcher's own creation.

Figure 17 shows the ability from students to write the new words by memory. This figure represents the column excellent in light blue, the column very good in orange, the column good in gray, the column bad in yellow, and the column very bad in blue color. Columns have their respective number of students on top of the column and divided by the obtained grade. From 12 students, 4 students were able to write the words in a good way, 5 students wrote the sentences in a bad way, and 3 students wrote the sentences in a very bad way or did not even try to write the words. With this comparison it is clear that the words 7th graders can memorize from the use of Massively Multiplayer Online Role-Playing Games is very limited.

Figure 18

Representation of the impact in each language skill

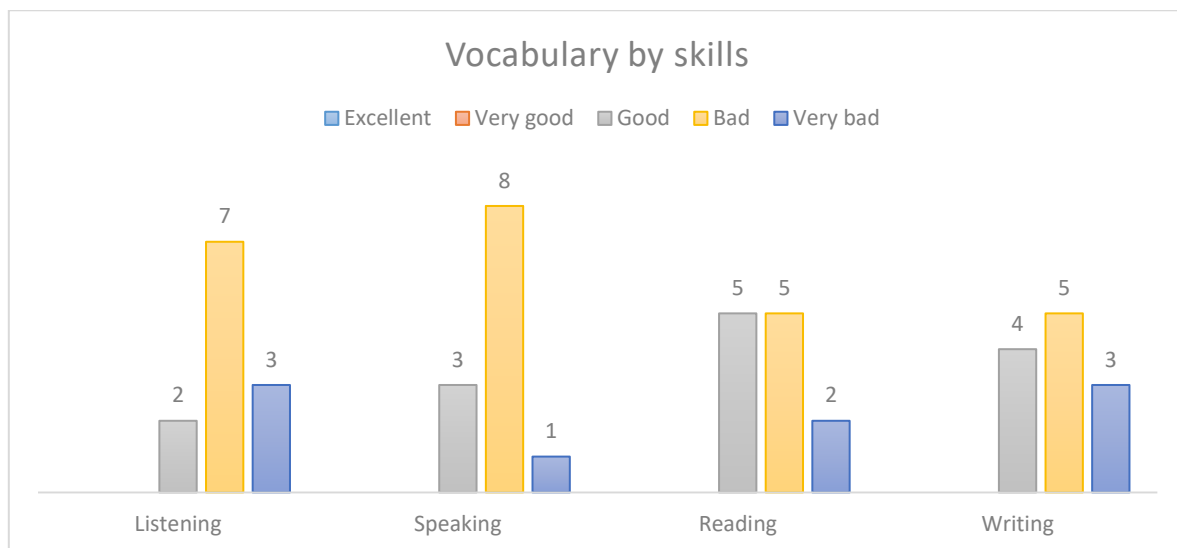


Figure 68. It represents impact Massively Multiplayer Online Role-Playing Games had in each language skill. Source: Researcher's own creation.

Figure 18 shows the impact the instruments had in each language skill. This figure is divided into four groups of columns, where each column represents the listening skill, speaking skill, reading skills, and writing skill respectively. Moreover, such figure represents the column excellent in light blue, the column very good in orange, the column good in gray, the column bad in yellow, and the column very bad in blue color. Columns have their respective number of students on top of the column and are divided by the obtained grade. In the listening column, from 12 students, 2 students were able to hear well and identify some words, 7 were able to hear at least one word, and 3 were not able identify any word. In the speaking column, from 12 students, 3 students were able to pronounce correctly some words, 8 were able to pronounce at least one word correctly, and 1 was not able or did not try to pronounce any word. In the reading column, from 12 students, 5 students were able to read some words, 5 were able to read at least one word, and 2 were not able or did not try to read any word correctly. Finally, in the writing column, from 12 students, 4 students were able to write a few new sentences with the new words, 5 were to write at least one sentence but with difficulty, and 3 were not able or did not try to write any sentence with the new words. With this comparison it is clear that the language skills could be affected by the use of Massively Multiplayer Online Role-Playing Games.

4.2 Step-by-step

The step-by-step of the development of this investigation has to be addressed in detail for future researchers who want to investigate this or related topics. The step-by-step consists on the explanation of the researcher's process and activities which helped to obtain the desired data. The activities used are explained thoroughly for future researchers to adapt their

objectives and to obtain more accurate and better results. The first step done in this investigation was the class observation where the researcher was able to meet the target audience. By analyzing each target audience member, it is possible to select the most accurate way to approach the activities, as not all students could be able to deal with the use of Massively Multiplayer Online Role-Playing Games and the possibility has to be addressed. Therefore, the observation is the best ally at the start of the investigation.

The second step is a survey for the target population. The purpose is to learn about the background of the students regarding their technology availability, knowledge about these games, and expectations about the games, as these games require certain conditions and devices to launch correctly. The use of this survey allowed the researcher to identify the students who were able to install and follow a gameplay of the games used for the investigation. Hence, the researcher can adapt their strategy for the students who are not able to follow the games correctly due to lack of requirements. Therefore, the survey opened the possibility for the games to take place correctly.

The survey allowed the researcher to determine which students were able to follow the concept and the games correctly. As the survey could be used to identify if students have previous experience with these types of games, it was necessary to understand the target audience and thus, to gather the information needed for the first part of the investigation. These questions let the researcher work equally with each member of the target audience. Therefore, allowing the results of each students to come uniformly.

The questions used during this investigation must be related to the devices students use while at home, their understanding and experience with games, and their reaction to these.

Some questions also intended to find out if they had internet access at home, the availability to use a computer while at home, if they had played these type of games before and if their reaction was positive or negative. These questions were collected to interpret the results, so the researcher could understand the background of the students. Therefore, allowing the researcher to find alternatives if needed.

The third step was the creation of evaluation rubrics related to the availability and understanding of the concept, the amount of words the students obtained after the application of activities, and the type of vocabulary student excelled while the application of the activities. These rubrics allowed the researcher to obtain the results and interpret them in the investigation. These results showed that some students were not able to understand any word, some students just understood 2 or 3 words, and students who were able to understand more than 5 words. The rubrics should have the grades and a number assigned to each box. As a results of these rubrics, the data regarding the activities was collected.

The first rubric was to measure the understanding of the concept of Massively Multiplayer Online Role-Playing Games, the expectations from students regarding these games, and the technology availability to the students. The second rubric was to identify the words that students recognized the first time they were in contact with the game, the words students recognize after the games were played, as well as the ability students had to pronounce the words, to create sentences with them, and ability from students to write them correctly without mistakes. Finally, the third rubric, was to identify the impact the games had on each language skill in the students. By analyzing the words learnt with the second rubric, this rubric helped measuring this impact.

The fourth step was the introduction of the concept of Massively Multiplayer Online Role-Playing Games and the respective installation of the games used during the process. This step can be approached with small presentations where the concept is explained, and also to find out if the students know any popular game. The researcher mentioned games such as Fortnite, Clash of Clans, and Among Us for the students to easily identify the idea behind the objective of the researcher. Moreover, the mention of these games allowed students to be on the same page regarding this concept. Therefore, the results could be better than expected as students are familiar with the concepts.

The fifth step should consist on the activities chosen for the interpretation of results. In the case of this investigation, the researcher used two games. The main activity was to play the games chosen for the gameplays through the application Microsoft Teams, as not all students had the ability to install and play the games through computers which would be the desired scenario. The gameplay followed the researcher through both games while the students were spectators. Moreover, the researcher took words which came up during the gameplays and asked the students if they knew the meaning of the words. Then, the researcher requested the students to write down the mentioned words, as the main idea of the researcher was for students to create sentences with these words and have them memorized the words so the vocabulary acquisition could take place. This activity allowed all students with internet access to be part of the activity equally, as well as to memorize the words and to use them in sentences. The researcher asked the students to say aloud these sentences so the pronunciation could also be evaluated.

The activities should vary with the objectives of future researchers; for example, as the main objective of this investigation was to analyze the impact that these types of games has in vocabulary acquisition, it was important for students to learn new words through gameplay, to write down the words, and to use them in sentences. Such aspects allowed the obtainment of the results previously mentioned. The researcher also asked for students to write down the new words by memory after the sentences were written to evaluate their memorization skills regarding the new words. The outcome of the activity was not the desire one from the researcher's perspective as it did not allow a lot of words to be learnt by the students. Most students were not able to identify many of the words; therefore, the students to learn one or two new words, new activities should be encouraged for the results to be more effective.

After the use of these steps, the results can be definitely interpreted by the investigation to reach the conclusions. The results can be shown as figures to represent the students' outcomes with each evaluation. These figures allow the investigators to see where the desired results can be improved in future papers. The researcher looks for this paper to help future investigators to improve these results. The idea of having the upside of games for learning is crucial for this investigation.

4.2.1 Installation of games

In case future investigators want to use the same games used during the development of this investigation, the researcher shares the process of installation of these games. The researcher looks for these games to be correctly used. The installation process is broke down into steps. Therefore, the installation of these games should be easy.

4.2.1.1 Installation of the game Wizard101

The first game used during this investigation is the game Wizard101 which is a massively multiplayer online role-playing game released in 2008 by Kingside Entertainment. The first step in the installation process is going to the browser and type the game for the website to pop up. The website will have a button which says Play for free. After that, an avatar should be chosen and named by the person playing the game. The game will ask to choose the type of wizard and after that the person should click a button which says Next. The page will ask to fill the information of the person to register. Then, the game will be downloaded. The installer should be opened for the game to install in the computer. The game will install correctly and ask the information the person used to register. The game will download some more files after this step. The game will be automatically executed after the installation has taken place. The game will ask to personalize and name the character. Finally, the game will start and the person can play and enjoy.

4.2.1.2 Installation of the game Pirates Online

The second game used during this investigation is Pirates Online Pirates Online which is a massively multiplayer online role-playing game released in 2017 and a private server based on the game Tales of Pirates which was a 3D massively multiplayer online-role playing video game developed by the company MOLI. For the installation of this game to take place, the server Cloud Sea should be type down in the browser for the website to pop up. First, the person playing this game should click Register account and create an account with the information needed. After that, the game can be downloaded. The website should give three options, the researcher recommends the one which says Pirates Online Installer. The installer

Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

75

will download and open automatically. An icon of the game will be created in the desktop and should be executed. After that, the person should select the server Cloud's Paradise and type the registration information previously created. Click Create, select the character, personalize and name the character. Click confirm and enter with the character created.

CHAPTER V

Conclusions and Recommendations

In this chapter, the conclusions obtained through the application of strategies with the games chosen for this investigation, are provided. Moreover, the objectives stated in Chapter I of this paper are analyzed to explain if they achieved the desired result. Additionally, the investigator will provide the reader with a description of the results, as well as some recommendations for similar papers which could be done in the future.

6.1 Purpose of the Conclusion

The purpose of this conclusion is to analyze, after the application of strategies and use of Massively Multiplayer Online Role-Playing Games, the impact these games have in the enhancement of English vocabulary acquisition in 7th graders and if its use as a complement in the teaching process is useful. One of the main ideas the investigator wanted to portray was to give students the perspective that while they play games they could be able to learn new words from the English language if their attention is directed to these words. This investigation did not intend to force any student to play games which they were not attracted to or inspired to play them. The idea was to have a learning time with the student while using these platforms for a desirable result.

6.2 Conclusions

The investigation followed one general objective and four specific objectives established in Chapter I. These objectives represent the aspirations the investigator had when this paper was started. The conclusions help to understand if the objectives were conceivable. The objectives mentioned in Chapter I will be cited again to act as contrast with the final

results after the investigation was carried out. Therefore, each objective can be found alongside an explanation of how these objective were carried out.

6.2.1 To analyze the vocabulary students can gain from Massively Multiplayer Online Role-Playing Games

As stated, multiple times during this investigation, games have become easier to play as technology keeps improving and kids are surrounded by it. Nowadays, each kid or teenager has the ease to play games every time they want through a screen. The vocabulary students can gain from games depends on the type of games the person ends up playing. In the case of Massively Multiplayer Online Role-Playing Games, the vocabulary depends on its genre and environment, as such vocabulary can indirectly stay with the person playing the game.

As a strategy to analyze the vocabulary students can learn from Massively Multiplayer Online Role-Playing Games, an evaluation rubric was used when the games were played. This evaluation rubric counted with the participation of twelve students who were the ones with the possibility of connecting virtually. From the rubric, the researcher was able to show that most students were able to improve their vocabulary at least with one or two more words. However, their ability to write sentences and pronounce them varied heavily. From this, the researcher concluded that the use of Massively Multiplayer Online Role-Playing as a complement to gain vocabulary could be helpful, but needs a lot of work and availability.

6.2.2 To assess an introduction of Massively Multiplayer Online Role-Playing Games in 7th graders from CTP Acosta

The idea behind this investigation was that technology keeps improving and its use from early ages is inevitable. With that idea in mind, the researcher felt that that use of

Massively Multiplayer Online Role-Playing Games could be beneficial for the English vocabulary acquisition. As not all people are familiar with the concept of Massively Multiplayer Online Role-Playing Games, another evaluation rubric was held. This evaluation rubric helped to understand this concept through its introduction to the target audience, their comprehension, expectations, and availability to use these games. This way the researcher could understand the possibility of introducing the use of Massively Multiplayer Online Role-Playing Games as a learning strategy.

As a way to spark the interest in this concept, the investigator mentioned famous games which have been around in the last couple of years such as Fortnite, Clash of Clans, Among Us, etc. The researcher hoped for students to get familiarized rapidly with the concept. Moreover, with the evaluation rubric the researcher found out that most students had an average understanding of the concept, and the expectations regarding the use of these games were mostly positive. The rubric helped to show that most students had the technology availability for the development of these games. Consequently, the researcher felt that the introduction of these games depends highly on the availability of the students to connect from their own end as the gameplay was not met with high expectations.

6.2.3 To design different learning strategies through Massively Multiplayer Online Role-Playing Games for 7th graders

The strategies to meet the expectations of using Massively Multiplayer Online Role-Playing Games depend on the availability of the technology background of the students. As a result, the researcher gave a step-by-step of the activities held during this investigation. This step-by-step would help future researchers to understand the approach they should take

when investigating a familiar topic. The step-by-step encompassed the games which were used and the activities applied with these games. This way the data could be collected.

For this objective, the researcher carried out two different gameplays with the games chosen for this investigation. Then, the students were asked to write down the words found during the gameplays. After that, the students had to use those words to create simple sentences and pronounce them. In addition, the researcher asked the students to write down the words from memory. From this, the investigator could conclude that most students can follow the instructions regarding the use of games, but the participation depends on the student.

6.2.4 To determine the impact of Massively Multiplayer Online Role-Playing Games have at the end of the application of strategies

Many times during this investigation it was mentioned that evaluation rubrics would be used to determine the impact of these games. Consequently, the use of these rubrics allowed to analyze the impact of Massively Multiplayer Online Role-Playing Games. This may be the best option to evaluate this objective during a global pandemic, as the environment did not allow different learning scenarios. Therefore, the impact can be affected under different circumstances.

For this objective, the researcher used the rubrics mentioned previously. These rubrics would compare the amount of words students recognize before the application of strategies and the amount of words students recognized after the application of strategies. This comparison allowed the researcher to determine if the impact was successful in the vocabulary acquisition. The acquisition of new words varied from student to student. From

this, the investigator could conclude that most students could increase their vocabulary for at least one or two words, but the creation and pronunciation of sentences is limited.

6.3 Restatement of the Research Question

As stated in the Chapter I, the research question set was “To analyze the impact Massively Multiplayer Online Role-Playing Games hold in the enhancing of English vocabulary acquisition”. During this investigation, the researcher was able to analyze the vocabulary 7th graders could learn with these platforms and the possibility of designing learning strategies with these games. These analyses were possible with the help of the twelve students who provided the researcher with valuable information during their virtual classes. From this analysis, the investigator concluded that Massively Multiplayer Online Role-Playing Games could help students to learn new words, but this depends strictly on the students and their background. The target population is surrounded by technology; therefore, they could end up benefiting from these games by themselves.

In this case, the target population demonstrated they could learn some new words with these platforms. The fact most of them have different gaming possibilities is very present in the results. Students, from this generation, have plenty of choices to entertain themselves and increase their English vocabulary. Even if they are not aware at the moment, words could be subconsciously learnt through these options. The target population is a valuable generation, as their minds could develop alongside technology.

6.4 Recommendations

After concluding this investigation project, it is of vital importance to provide some recommendations for future researchers to take into consideration. This is done to facilitate

their experience while writing developing investigations where this topic is mentioned. The researcher wrote this investigation project while the COVID-19 pandemic was taking place. This situation provided the researcher with the necessity to adapt the paper to the possibilities offered at the moment, so the recommendations could vary if the investigations is not done during a pandemic. In the following paragraphs, future researches can find the recommendations.

First, one of the main aspects to take into consideration is the game which would be used during the development of the research and the vocabulary students can gain from it. As vocabulary can vary from game to game, they all have to deal with different genres, so for a research project the vocabulary should be easy to obtain through games. The use of over-complicated games can affect the desired results. It is important to know the background of the game beforehand. Future researchers must spend time looking for the most accurate game to use with their target population.

Second, future researchers must know how to approach the introduction of these games to the target population. These approaches can set the course of this investigation for students to understand the concept. As this investigation was done during a pandemic, the introduction was done virtually. It is important to introduce the topic in a fun way. Future researchers, if possible, must introduce the topic in a face-to-face environment and with the devices available for all students.

Third, future researchers must have very defined strategies to approach the games they want to explore as a learning tool. Future investigators must develop easy to understand strategies for the target population. These strategies would allow the target population to not

see games as an assignment. The activities must allow the target population to put the vocabulary or information they learned easily to test. Therefore, the more pleasant the activity, the results would be reflected better.

Fourth, future researchers must consider all the possible ways to determine the impact of games. The use of evaluation rubrics helps to determine the amount of words the target population can learn. This may be the best option to evaluate this objective during a global pandemic. Therefore, the perception may vary from situation to situation. From this, the researcher concluded that the impact after the application of strategies must be relevant to the condition of the environment of future papers.

Finally, this project will not only benefit future researchers, but also to the target population chosen by the future researchers. Future researchers must feel excited about the games, allowing them to increase the expectations. The future target audience must be excited to approach this topic as they will be already surrounded by technology, so this could not thrill them as the future researcher wants. Future researchers must take into consideration the trends and popular games during the time of making the papers. Therefore, the approach will be accurate and successful.

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Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021

87

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Annexes

	4 Excelente	3 Bueno	2 Malo	1 Insuficiente
El concepto de MMORPG es comprendido por los estudiantes de séptimo año del CTP Acosta	El concepto es comprendido en su totalidad por los estudiantes en la primera intervención.	Los estudiantes comprenden el término MMORPG únicamente después de haberlo explicado varias veces.	Se comprende vagamente el concepto de MMORPG aún después de haberlo explicado.	No es comprendido por los estudiantes aún después de haberlo abarcado.
Los juegos MMORPG cumplen las expectativas educativas de los estudiantes de séptimo año del CTP Acosta	Los juegos brinda altas expectativas a los estudiantes	Los juegos cumple con ciertas expectativas de los estudiantes	Los juegos cumple con pocas expectativas de los estudiantes	Los juegos no cumplen nada con las expectativas de los estudiantes
El estudiantado cumple con tecnología y acceso a internet para poder hacer uso adecuado de las plataformas.	El estudiante tiene tecnología y acceso a internet adecuado para hacer uso correcto de los juegos	El estudiante tiene tecnología y acceso a internet limitado para hacer uso correcto de los juegos	El estudiante tiene tecnología o acceso a internet, pero no ambos, para poder hacer uso correcto de los juegos	El estudiante no tiene tecnología ni acceso a internet adecuado para hacer uso correcto de los juegos

	5 Excelente	4 Muy Bueno	3 Bueno	2 Malo	1 Muy Malo
Reconocimiento, por parte del estudiante, de cantidad de vocabulario la PRIMERA VEZ que está en contacto con el juego.	Más de 7 palabras	6 a 7 palabras	4 a 5 palabras	2 a 3 palabras	0 a 1 palabra

Reconocimiento, por parte del estudiante, de nuevo vocabulario, al finalizar los juegos.	Más de 7 palabras	6 a 7 palabras	4 a 5 palabras	2 a 3 palabras	0 a 1 palabra
Capacidad de pronunciación, por parte del estudiante si solicitado.	Logra una excelente pronunciación de todas las palabras reconocidas y aprendidas	Logra pronunciar de manera adecuada la mayoría de las palabras reconocidas, así como la mayoría del nuevo vocabulario adquirido	Logra pronunciar de manera adecuada las palabras reconocidas y algunas pocas del nuevo vocabulario adquirido, pero con dificultad	Logra pronunciar al menos 2 palabras sencillas, de las reconocidas, pero con dificultad, sin embargo, no lograr pronunciar de forma adecuada alguna del nuevo vocabulario adquirido	No logra pronunciar ninguna palabra de manera adecuada
Capacidad del estudiante de poder utilizar las palabras aprendidas de los juegos en una oración gramatical coherente.	Logra realizar oraciones coherentes con la todas las palabras reconocidas y aprendidas	Logra realizar oraciones coherentes con la mayoría de las palabras reconocidas y aprendidas	Logra realizar una oración coherente con alguna de las palabras reconocidas y con al menos una de las palabras del nuevo vocabulario aprendido, pero con dificultad	Logra realizar una oración coherente con alguna de las palabras reconocidas, mas no logra hacerlo con alguna de las nuevas palabras aprendidas	No logra realizar oraciones coherentes con ninguna palabra
Memorización del nuevo vocabulario, así como su correcta escritura	Logra memorizar más de 5 palabras y logra una adecuada escritura de estas	Logra memorizar más de una palabra, pero no más de 5 y logra una adecuada escritura de estas	Logra memorizar más de una palabra, pero no más de 3 y logra una adecuada escritura, pero con dificultad	Logra memorizar al menos una palabra sencilla, sin embargo, no logra una adecuada escritura de esta	No logra memorizar ninguna palabra

	5 Excelente	4 Muy Bueno	3 Bueno	2 Malo	1 Muy malo
Listening Vocabulary	Estudiante es capaz de escuchar e identificar todas las palabras aprendidas correctamente en inglés	Estudiante es capaz de escuchar e identificar la mayoría de palabras aprendidas en el idioma inglés	Estudiante es capaz de escuchar e identificar ciertas palabras aprendidas en el idioma inglés	Estudiante logra escuchar e identifica unas cuantas palabras en el idioma inglés	Estudiante no es capaz de identificar ninguna nueva palabra al escucharla.

Speaking Vocabulary	Estudiante es capaz de utilizar hablando todas las palabras aprendidas correctamente en inglés	Estudiante es capaz de utilizar hablando la mayoría de palabras aprendidas correctamente en inglés	Estudiante es capaz de utilizar hablando cierta cantidad de palabras aprendidas correctamente en inglés	Estudiante es capaz de utilizar hablando algunas palabras aprendidas pero con dificultad	Estudiante no es capaz de usar ninguna palabra aprendida a la hora de hablar en inglés
Reading Vocabulary	Estudiante es capaz de reconocer nuevas palabras en inglés a la hora de leer	Estudiante es capaz de reconocer la mayoría de palabras en inglés a la hora de leer	Estudiante es capaz de reconocer cierta cantidad de palabras en inglés a la hora de leer	Estudiante es capaz de reconocer pocas palabras a la hora de leer	Estudiante no es capaz de reconocer ninguna palabra nueva a la hora de leer
Writing Vocabulary	Estudiante es capaz de escribir oraciones completas con todas las palabras aprendidas	Estudiante es capaz de escribir oraciones completas con la mayoría de palabras aprendidas	Estudiante es capaz de escribir oraciones completas con la cierta cantidad de palabras aprendidas	Estudiante realiza oraciones con algunas palabras aprendidas pero con dificultad	Estudiante no es capaz de realizar ningún tipo de oración

Comments: _____

Survey Questions

- 1- Tienes acceso a internet en tu casa? () Si () No
- 2- Tienes computadora en tu casa? () Si () No
- 3- Tienes un celular inteligente el cual tiene acceso a internet? () Si () No
- 4- Sabes lo que son juegos multijugador? () Si () No
- 5- Has jugado juegos multijugador en tu computadora o celular? () Si () No
- 6- Si tu respuesta es sí, has jugado estos juegos con otros amigos? () Si () No () No he jugado estos juegos
- 7- Si tu respuesta es sí, has jugado juegos multijugador en los cuales el idioma que se ve más en el juego es el inglés? () Si () No () No he jugado estos juegos
- 8- Tu reacción hacia estos juegos fue divertida? () Si () No () No he jugado estos juegos
- 9- Prefieres juegos en los cuales solo tú eres el que juega? () Si () No

Comentarios:

Lesson Plans

Institution: Colegio Técnico Profesional de Acosta
Teacher: Julio Piovano
Topic: MMORPG
Grade / Level: Seventh grade
LESSON PLAN.



Objectives	Activities	Procedures	Materials	Time	Evaluation
To introduce the concept of Massively Multiplayer Online Role-Playing Games to students	Small presentation about these games, the concept, and characteristics and how to install them.	Installation of the games Wizard101 and Pirates Online	Cellphone and computer if possible	One hour	Students will be evaluated through their understanding of the concept and the respective installation



Comments:

Institution: Colegio Técnico Profesional de Acosta
 Teacher: Julio Piovano
 Topic: MMORPG
 Grade / Level: Seventh grade
 LESSON PLAN.



Objectives	Activities	Procedures	Materials	Time	Evaluation
<p>To start the development of the games with the students</p> <p>To gain vocabulary through these platforms</p>	<p>Play the games Wizard101 and Pirates Online alongside the students available to play these games</p>	<p>Play the game Wizard101 within the students as a gameplay for all students to be participants of the activity. Then, assign words to the students for them to make sentences using the simple present.</p>	<p>Cellphone and computer if possible</p>	<p>30 minutes to 1 hour</p>	<p>Students will be evaluated through their availability to create sentences in simple present and pronouncing the words if requested.</p>

Comments:



Institution: Colegio Técnico Profesional de Acosta
Teacher: Julio Piovano
Topic: MMORPG
Grade / Level: Seventh grade
LESSON PLAN.



Objectives	Activities	Procedures	Materials	Time	Evaluation
To measure the quantity of words students can learn from playing these games	Students will create sentences with the words using the simple present.	Students will use the simple present as shown by the professor to create sentences with the new words.	Cellphone, and computer if possible	30 minutes	Students will be evaluate by producing sentences and pronouncing the words if requested.

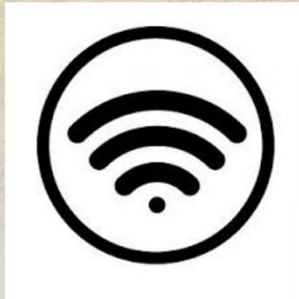
Comments:




Presentations

FIRST, SOME QUESTIONS

Do you have internet access at home?

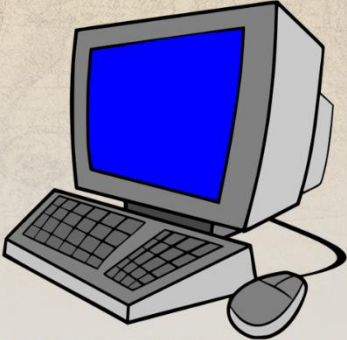


Do you have a smartphone?




A cartoon illustration of a smartphone with a blue screen, a smiling face, and arms and legs. It is giving a thumbs up gesture. The phone is set against a white background with faint, repeating icons of a smartphone, a location pin, and a speech bubble.

Do you have a computer at home?




A cartoon illustration of a desktop computer system. It includes a CRT monitor with a blue screen, a keyboard, and a mouse. The computer is set against a white background.

Do you know what a multiplayer game is?



A grid of 12 popular multiplayer game covers including PlayerUnknown's Battlegrounds, Fortnite, Counter-Strike, League of Legends, Overwatch, Dota 2, Hearthstone, Apex Legends, Call of Duty: Warzone 2, and Splatoon 2.

Have you played multiplayer games in your computer or cellphone?



A grid of 12 popular multiplayer game covers including PlayerUnknown's Battlegrounds, Fortnite, Counter-Strike, League of Legends, Overwatch, Dota 2, Hearthstone, Apex Legends, Call of Duty: Warzone 2, and Splatoon 2.

If your answer is yes, have you played these games with friends?



If your answer is yes, have you played games where the game is in English?



Was your reaction towards these games fun?



Do you prefer playing alone?



MASSIVELY MULTIPLAYER ONLINE ROLE-PLAYING GAMES

DO YOU KNOW WHAT A MASSIVELY
MULTIPLAYER ONLINE ROLE-PLAYING
GAME IS?

WHAT IS A MASSIVELY MULTIPLAYER ONLINE ROLE-PLAYING GAME?

A massively multiplayer online role-playing game (MMORPG) is a video game that takes place in a persistent state world (PSW) with thousands, or even millions, of players developing their characters in a role-playing environment.

FAMOUS MULTIPLAYER ONLINE GAMES



WHAT ARE WE GOING TO PLAY?



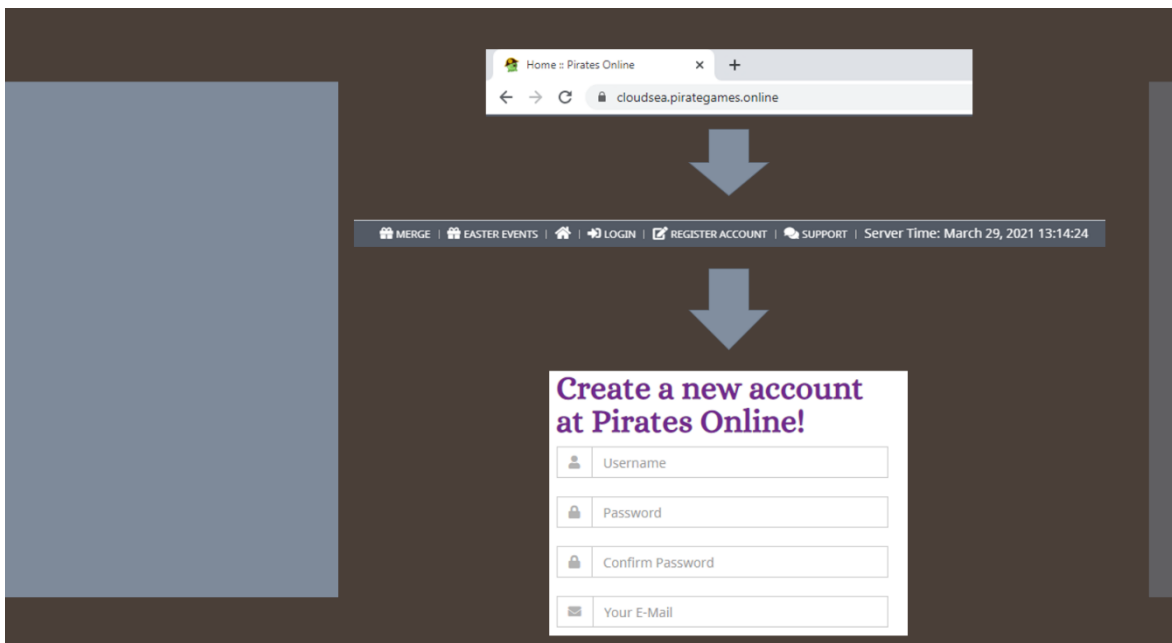
We will collect some words from the games



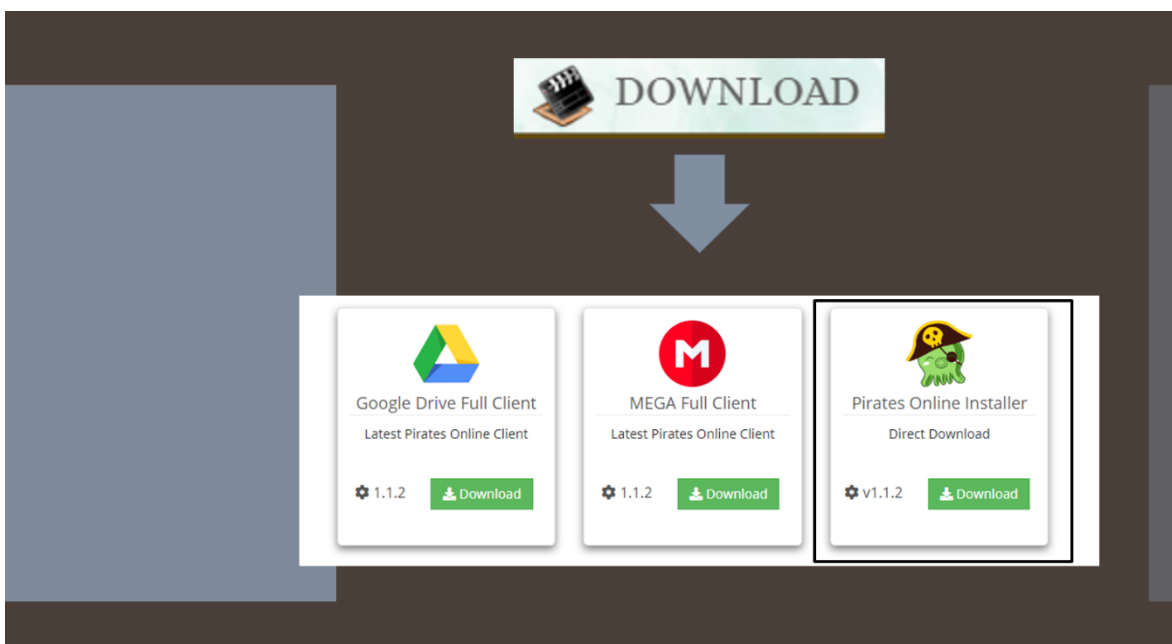
TRY AND CREATE SENTENCES WITH THE WORDS AND:

- I have...
- I am a/an...

Pirates Online

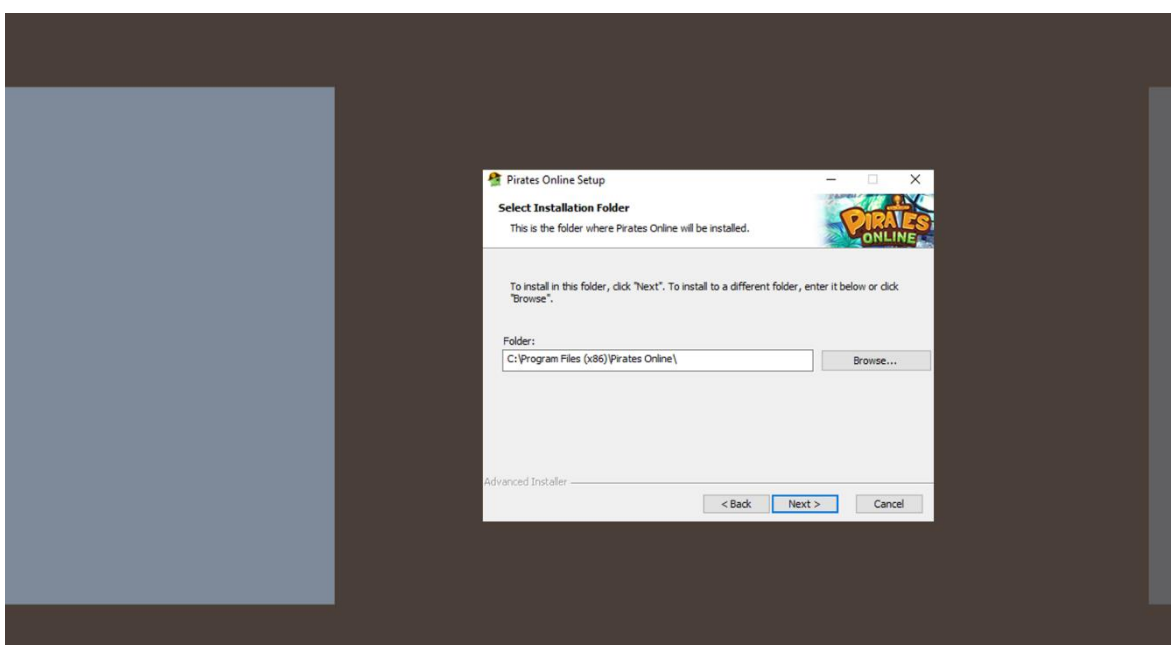
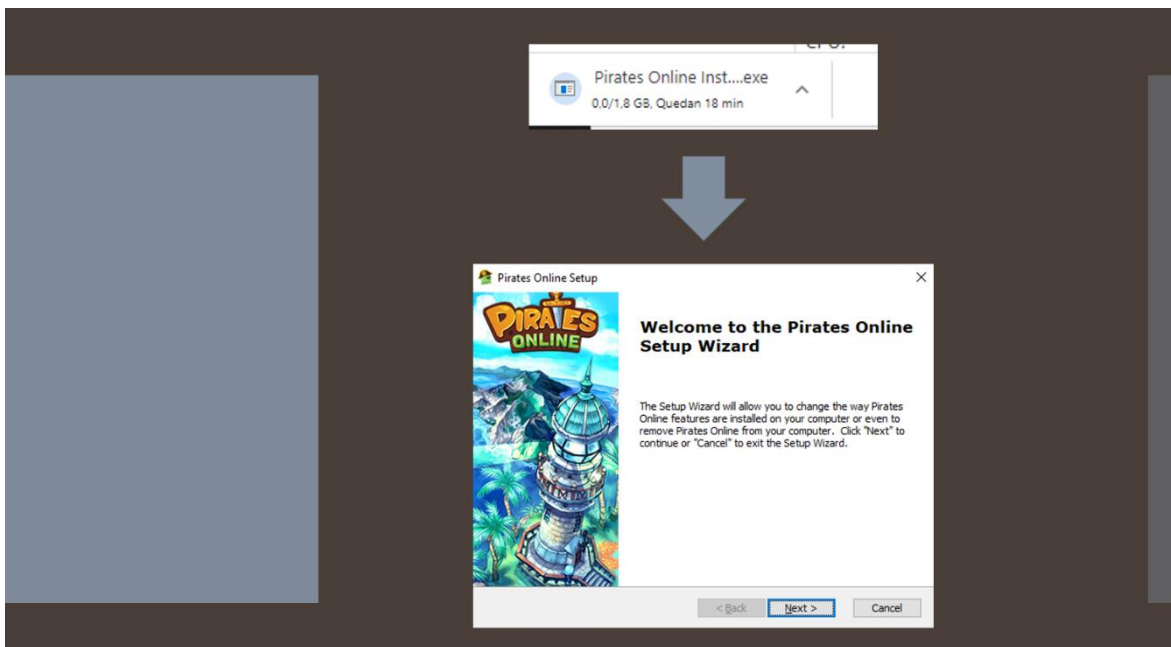


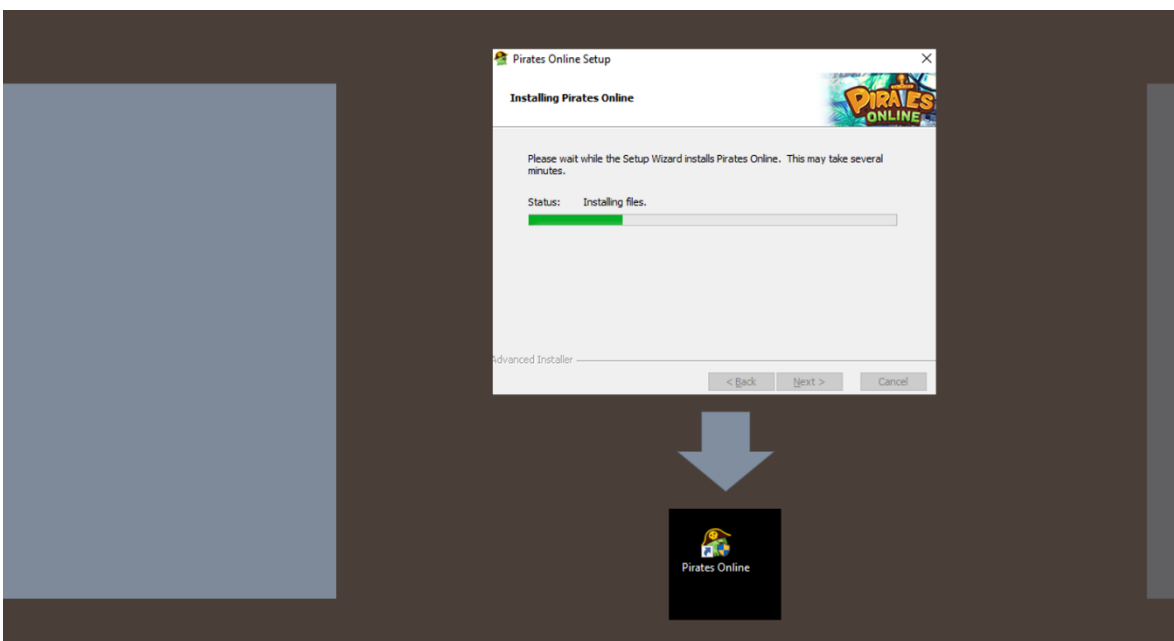
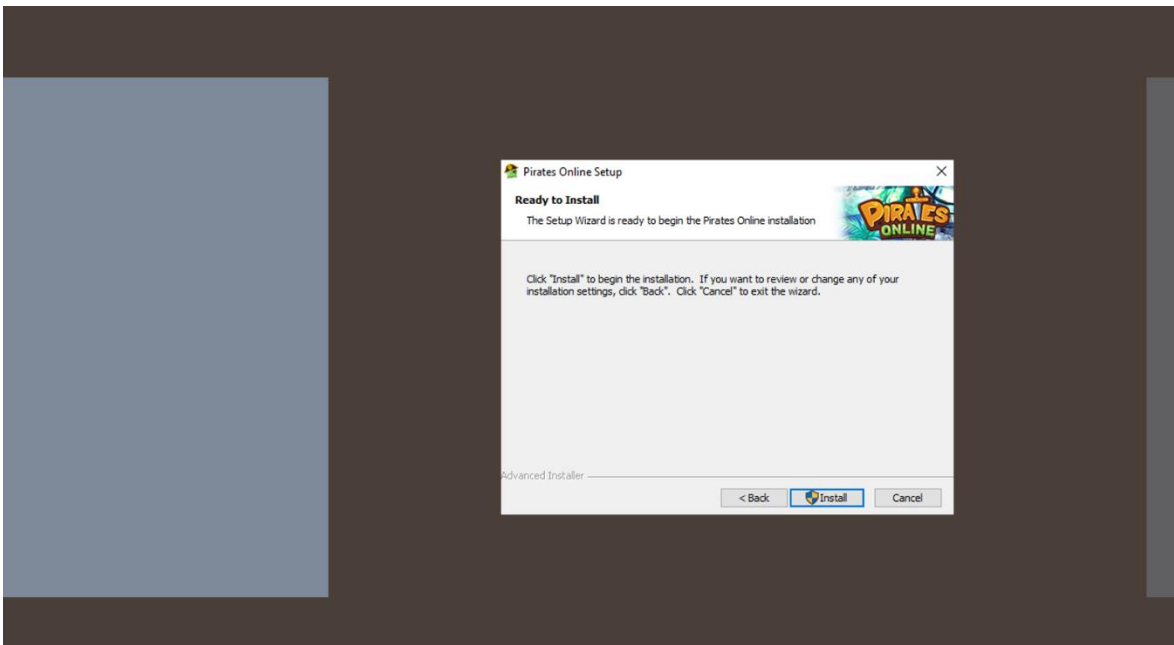
The screenshot shows a web browser window with the address bar displaying "cloudsea.pirategames.online". Below the browser, a navigation bar contains links for "MERGE", "EASTER EVENTS", "LOGIN", "REGISTER ACCOUNT", and "SUPPORT", along with a "Server Time: March 29, 2021 13:14:24". The main content area features a purple heading "Create a new account at Pirates Online!" followed by a registration form with four input fields: "Username", "Password", "Confirm Password", and "Your E-Mail".

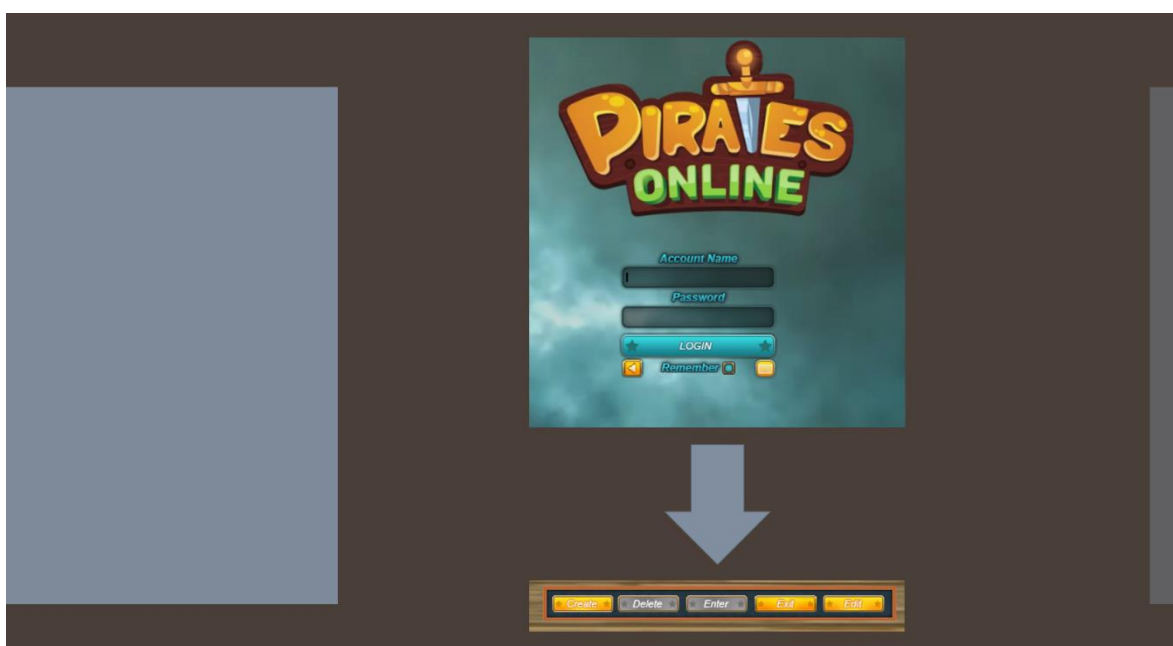
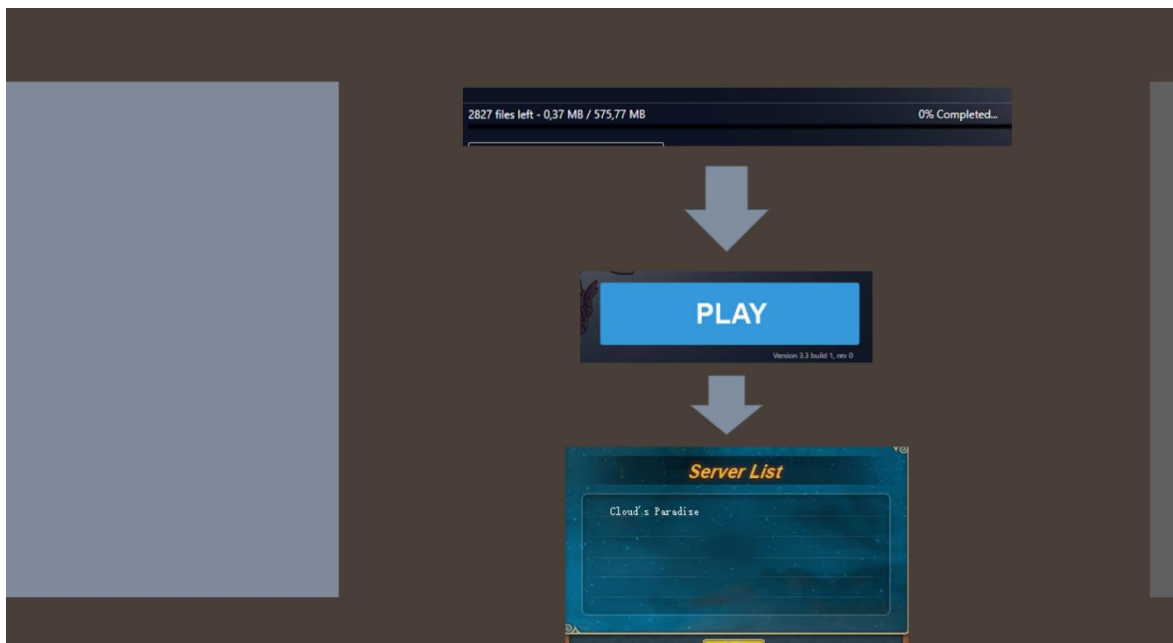


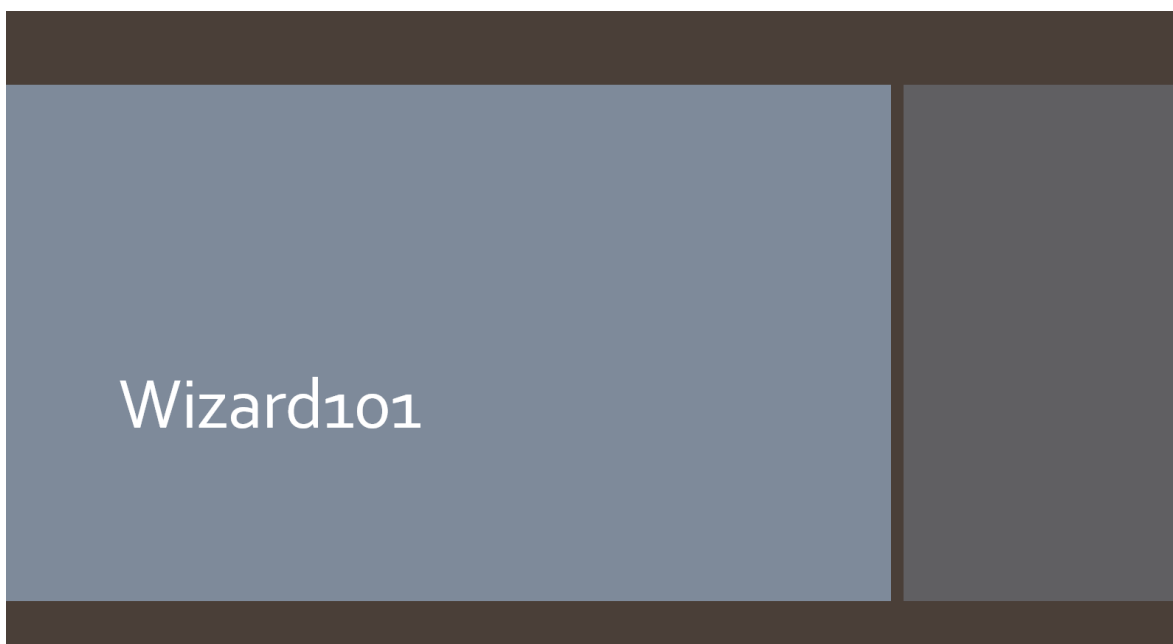
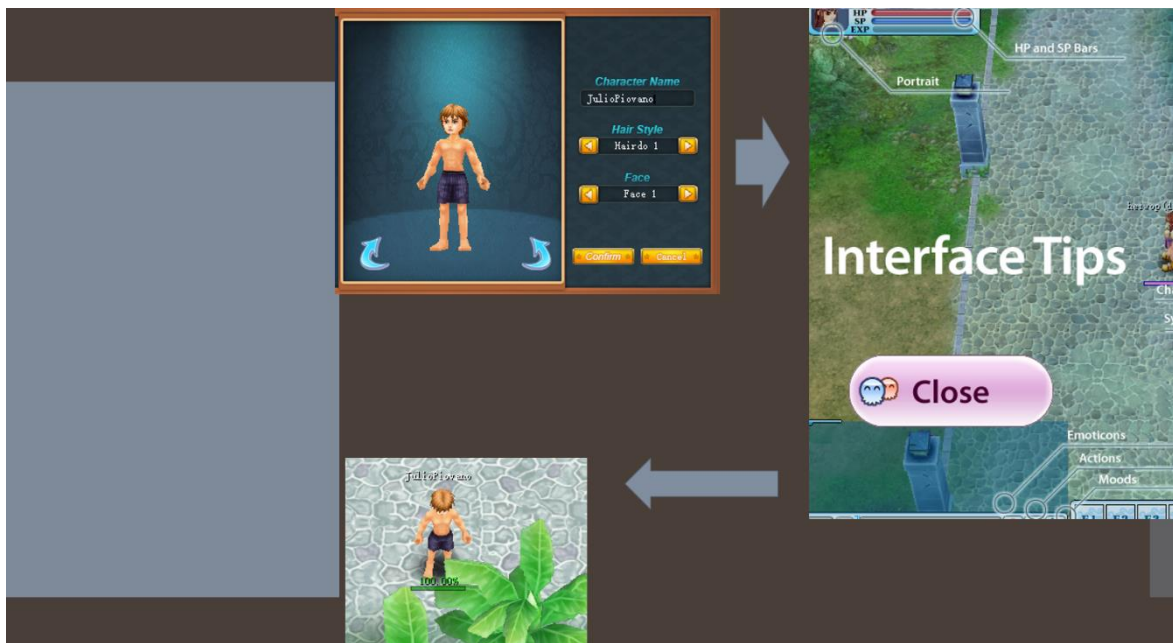
The screenshot displays a "DOWNLOAD" section with a large blue arrow pointing to three download options. Each option includes an icon, the client name, the version "1.1.2", and a green "Download" button.

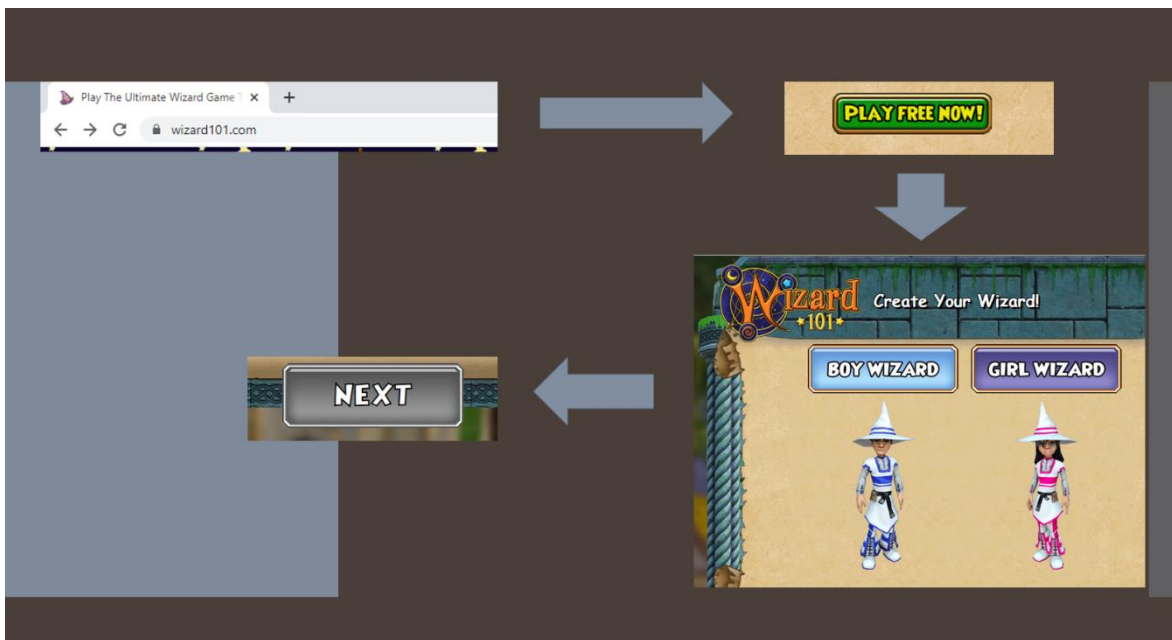
Client Name	Version	Action
Google Drive Full Client Latest Pirates Online Client	1.1.2	Download
MEGA Full Client Latest Pirates Online Client	1.1.2	Download
Pirates Online Installer Direct Download	V1.1.2	Download

















WORDS



Wizard

Spirit

Constitution

A light beige rectangular area with a thick black vertical line on the left side. The word "Shield" is centered in the area in a large, black, sans-serif font.

Shield

A light beige rectangular area with a thick black vertical line on the left side. The word "Champion" is centered in the area in a large, black, sans-serif font.

Champion



Accuracy



Strength

Spell

Sharpshooter

Agility

Sentences students were able do to with the instructions

I have a spell

I am strengt

I am champion

I have strenght

I am wizard

I have a shield

Shiel

I am a spirit

I am a wizard

I have agility

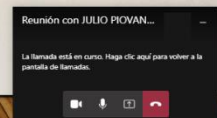
Evidencia de clases

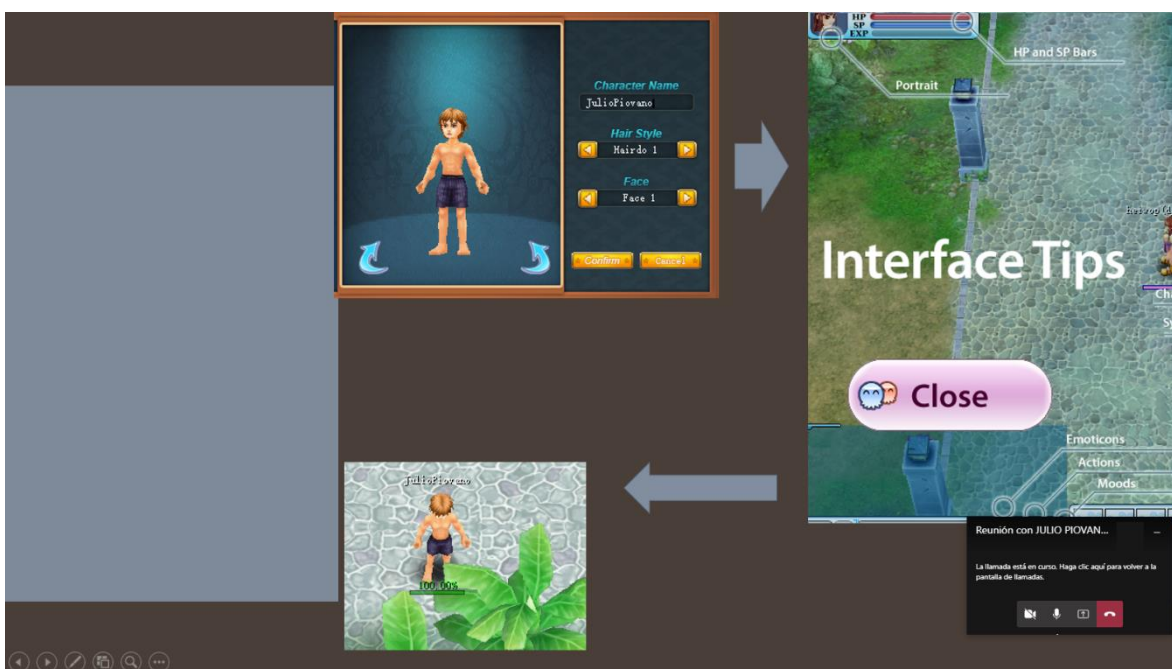
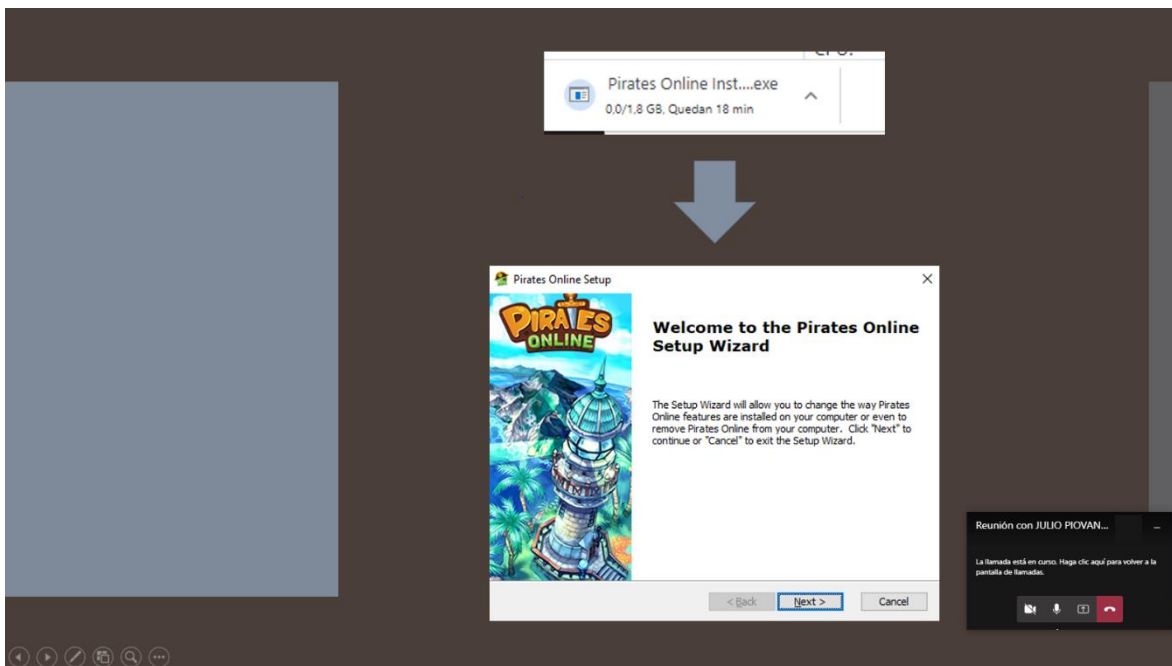
WHAT IS A MASSIVELY MULTIPLAYER ONLINE ROLE-PLAYING GAME?

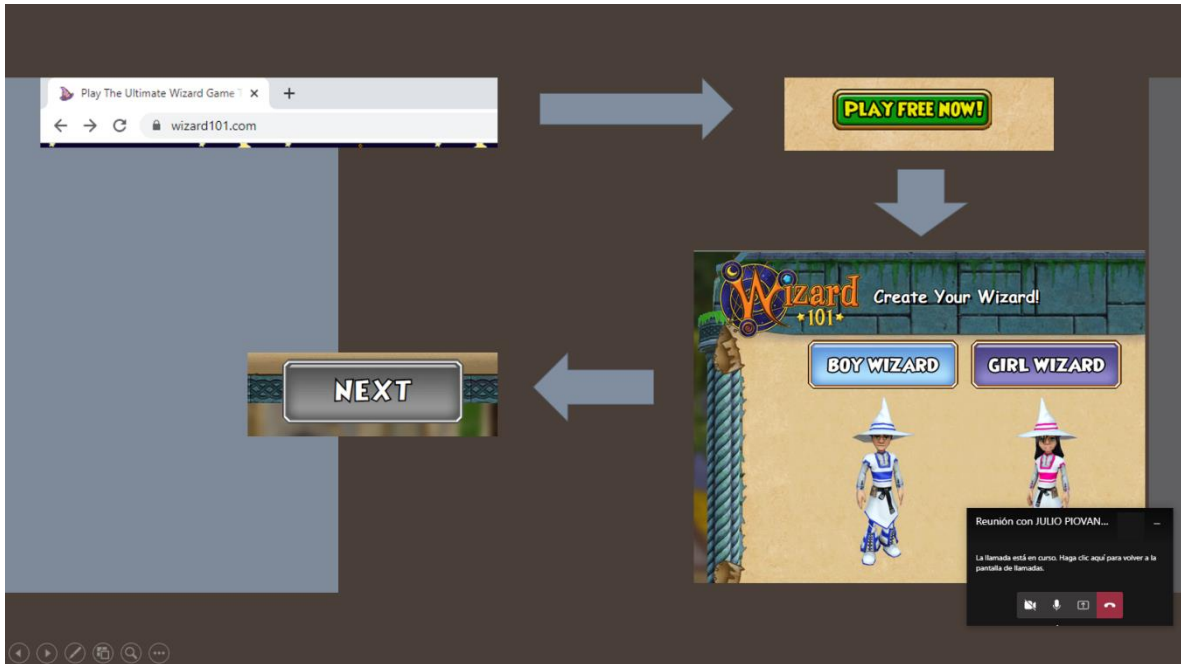
A massively multiplayer online role-playing game (MMORPG) is a video game that takes place in a persistent state world (PSW) with thousands, or even millions, of players developing their characters in a role-playing environment.



FAMOUS MULTIPLAYER ONLINE GAMES











Carta del Revisor

Lunes, 12 de abril del 2021

Licenciado
Leslie Elizondo
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

El estudiante **Julio Piovano Monge**, cédula **9-0117-0890**, ha presentado para la respectiva revisión la tesina denominada **Massively Multiplayer Online Role-Playing Games as a Complement for Enhancing English Vocabulary Acquisition on 7th Graders at CTP Acosta during the First Quarter of 2021**. Por consiguiente, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión, terminología y formato APA. Una vez entregada la corrección de los capítulos, el estudiante debe asumir por propia cuenta la incorporación de las recomendaciones efectuadas en el documento. Una vez incorporadas, el mismo se considera listo para su presentación a la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519
