

Promoting English Reading Skills Through Video Games: A Case Study

Authors: Germán Stiven Santa Rodríguez & Harrison Manco García.

Abstract

The concept of video games has been explored as an entertainment object. However, in recent years, various authors have explored video games' potential in teaching. This research was implemented using an interpretive methodology based on a case study with a population of six students from a public school in the city of Bello. We found the scope of video games and how they promote reading habits from the interviews, workshop records, and questionnaires. Due to the implementation, we confirmed various perspectives on video games and the limitations that exist for an eventual implementation in the Colombian context. Likewise, although video games benefit interaction with reading content, they must be implemented with an educational purpose and according to the students' interests. Finally, this research explores the various perspectives that the participants had regarding the effectiveness of video games in promoting reading habits in a second language, based on the interaction with the video game *Life is Strange*.

Keywords: Educational technology, reading, educational games, audiovisual teaching, gamification.

Resumen

Se ha explorado el concepto de videojuego como objeto de entretenimiento. Sin embargo, en los últimos años diversos autores han explorado el potencial que tienen los videojuegos en el ámbito de la enseñanza. Esta investigación se implementó mediante una metodología interpretativa basada en un estudio de caso con una población de seis estudiantes de una escuela pública de la ciudad de Bello. Encontramos el alcance de los videojuegos y cómo promueven los hábitos de lectura a partir de entrevistas, registros de talleres y cuestionarios. Debido a la implementación, comprobamos que existen diversas perspectivas sobre los videojuegos y las limitaciones que existen para una eventual implementación en el contexto colombiano. Asimismo, si bien los videojuegos benefician la interacción con los

contenidos de lectura, deben implementarse con un fin educativo y acorde a los intereses de los estudiantes. Finalmente, esta investigación explora las diversas perspectivas que tuvieron los participantes sobre la efectividad de los videojuegos en la promoción de hábitos de lectura en una segunda lengua, a partir de la interacción con el videojuego Life is Strange.

Palabras clave: Tecnología educacional, lectura, juego educativo, enseñanza audiovisual, gamificación.

Resumo

O conceito de videogame tem sido explorado como objeto de entretenimento. No entanto, nos últimos anos vários autores têm explorado o potencial que os videogames têm no campo do ensino. Esta pesquisa foi implementada sob uma metodologia interpretativa baseada em um estudo de caso com uma população de seis alunos de uma escola pública da cidade de Bello. A partir das entrevistas, dos registros das oficinas e dos questionários, constatamos o alcance dos videogames e como eles promovem o hábito de leitura. Devido à implementação, confirmamos que existem várias perspectivas sobre os videogames e as limitações que existem para uma eventual implementação no contexto colombiano. Da mesma forma, embora os videogames beneficiem a interação com o conteúdo de leitura, eles devem ser implementados com finalidade educativa e de acordo com os interesses dos alunos. Por fim, esta investigação explora as diversas perspectivas que os participantes tiveram relativamente à eficácia dos videogames na promoção de hábitos de leitura numa segunda língua, a partir da interação com o videojogo Life is Strange.

Palavras chave: Tecnologia educacional, leitura, jogo educativo, ensino audiovisual, gamificação.

Introduction

Teaching in Colombia has been transforming in recent years as technology has been used as a way to complement teaching processes. Likewise, video games have always been present in various areas of entertainment, but the potential scope that they can have in terms of teaching has never been considered. In addition to this, pedagogical reflection has always focused on improving the teaching and learning processes of a second language, but the most optimal means to achieve

this purpose have not been reflected on. For this reason, in this research, we explored the process carried out in implementing *Life is Strange* in a teaching context.

Based on what Chamorro and Rey (2013) propose, technology and gaming literacies have brought a significant transformation in teaching due to integrating technology in connection with video games for educational purposes. In the light of various authors, the gaming field has been addressed, considering the implications that this process has had on the teaching process of a second language. From various positions of authors such as Bacalja (2022), the importance of presenting dynamic strategies that allow addressing the literacy of the use of video games as tools that support the teaching process and that in turn, propose a more interactive and complete scenario has been confirmed. for reading.

This research was carried out in a public school in the city of Bello, Antioquia. Thus, it was implemented using an interpretive case study methodology. Our population was six 7th-grade students to whom the proposed techniques, such as questionnaires, interviews, and game implementation workshops, were applied.

Considering the approaches of Hashima (2020), this research considers the promotion of reading habits essential based on the interaction of the participants with video games in a digital environment that, in turn, promotes academic purposes. Therefore, this research is important as it invites teachers to reflect on educational practice and how video games can be implemented to propose alternatives to traditional reading strategies. At the same time, the importance of promoting reading in students is highlighted due to the low results in national tests. As researchers, we propose implementing *Life is Strange* as a dynamic video game that promotes reading and, in turn, has a specific educational purpose. Finally, with this implementation, we seek to analyze how gaming literacies promote English reading habits in seventh-grade students from a public school in Bello.

Theoretical assumptions

Video games as a pedagogical strategy have recently been a trend in education. Bacalja (2022) remarked on the significance of gaming as a way to implement different pedagogical strategies in the educational field. Although this

topic has been considered a challenge for many teachers, gamification has gained relevance because it offers different strategies for promoting reading habits in students. This research explored different perspectives from several authors concerning how gamification can promote reading habits through interactive content in the classroom.

Gaming Literacies

Firstly, it is important to understand the concept of gaming literacies and how they can be integrated into teaching practices. By analyzing the impact of video games on reading habits, we can explore how gamification can enhance student engagement and motivation in learning. Although some studies have presented the definition of literacy and gaming, this has been limited to the educational setting. This is because both concepts go beyond the theoretical-practical. Turner (1993), cited in McMillan (1996), defined literacy and functional literacy as the ability to speak, read, and write appropriately in a given context. According to Tencé et al. (2010), video games are often categorized into different groups; however, they often feature a complex world and allow teamwork between players. Still and all, these definitions limit the concept of gaming. In a digital era where the integration of technology favors teaching processes (Chamorro & Rey, 2013), other perspectives on gaming literacy have not been appropriately explored.

With this in mind, Ferdig and Pytash (2014) remark that video games can promote literacy from a pedagogical perspective, including games in the process of learning. This perspective addresses both concepts from a didactic perspective. In agreement with Connolly et al. (2012), as cited in Herrewijn (2021), they believed that games are highly engaging in educational practice. As we have mentioned, gaming literacies have been limited to a theoretical definition. However, this study aims to explore the implications of gaming in educational practice and how reading habits can be promoted through interactive digital content.

Gaming to promote reading habits

Covering the conventional educational process, reading strategies have always been approached from a traditional perspective. This includes using traditional

resources such as books and mostly outdated texts. Alberti (2008) highlights the importance of writing in reading from gaming in teaching. Gerber (2009) states that video games can encourage reading. Additionally, as the core of this research originates in the combination of gaming and reading habits, it will explore how engaging digital content can change how reading is approached in educational settings. Hence, the impact of games on the development of reading skills is of utmost importance. Furthermore, from the authors' perspective, the need to use different methodological strategies to get the most out of gamification is highlighted, as it can enhance students' motivation and engagement with reading materials. Educators can create a more dynamic and interactive learning experience for students by incorporating gaming elements into reading activities.

In line with the prior ideas from Ferdig and Pytash's (2014) analysis, video games can promote literacy from a pedagogical perspective, including games in learning. Gerber (2009) suggests that video games can effectively promote reading, as they are more dynamic and offer a different way of reading. Unfortunately, gaming is still considered a leisure tool in the Colombian context. However, we explored gamification from various authors' perspectives in our pedagogical context.

Gamification in the pedagogical field.

Considering current teaching trends, gamification has become a significant challenge in the educational context. Thus, incorporating gaming elements into literacy instruction can be a valuable strategy to engage students and enhance their reading skills. Therefore, the development of gamification is in response to educational requirements and objectives. In this case, Hashima et al. (2020) state that games or gamification are useful tools in helping to stimulate concepts and learners' real-world experience. Additionally, Smith and Jones (2020) emphasize the value of gamification in educational contexts. From this theoretical perspective, it is clear that research supports the importance of gamification in educational practice and that it is a potential way to boost student motivation and learning outcomes. Likewise, the authors' perspectives on second language teaching through gamification mainly underpin the focus of our research. As we have mentioned in our theoretical references, we want to emphasize the relevance of gaming literacy. In the light of 2 authors, we highlight the importance of interaction with gaming and the purpose it has

concerning teaching. Furthermore, as we mentioned previously, this interaction is closely related to the integration of educational technology with literacy.

Hence, Bacalja (2022) suggests when he refers to gaming as an interactive and significant space where literacy is promoted through engagement with meaningful educational video games. Based on Anneta et al. (2009), a pedagogical practice involving integrating technology can significantly affect the transformation of teaching.

According to Liu Chu (2010), the outcomes of the students' interaction with the games tend to spark interest in literacy from the pedagogical practice of using gaming. These studies address the implications of gaming literacy in the second language teaching process and how gamification can significantly contribute to a more dynamic learning process. However, it is also necessary to consider the limitations that this may have.

From theoretical approaches, these concepts addressed were fundamental for a clear and objective understanding of the objective of our research. Furthermore, these concepts serve to clarify second language teaching trends and how video games can help promote reading habits through interactive strategies. Finally, as we have mentioned, it is necessary to consider the challenges and limitations that arise, starting from the lack of resources to the unwillingness of many teachers to adapt their methodological strategies.

Methodology

Method

This research was conducted in a public educational institution in the municipality of Bello. Considering the broad perspectives of the participants regarding gaming, we decided to implement a methodology based on a case study. Flyvbjerg (2011) defines a case study as an intensive analysis of an individual unit. Furthermore, this research was approached from a historical-hermeneutic paradigm due to the need to analyze and understand the impact of reading from the implementation of gaming. In that way, interpretive methodologies focus primarily on understanding and accounting for the meaning of human experiences and actions

(Fossey et al. 2002, p.4). Besides, the interventions and techniques addressed in this research process were carried out in a single meeting of approximately 4 hours.

Population

Our population was seven students from seventh grade. They were between 13 and 15 years old. These students live in neighborhoods of socio-economic stratum 2-3. In addition, they are characterized by actively participating in cultural events and developing technological activities offered by the Recreation Center near the school. Only 7 students participated in this investigation due to the guidelines of the institution's coordinators. To guarantee an ethical process, participants were chosen at random by teachers unrelated to our research. It is necessary to highlight that participation in this research was always voluntary and anonymous.

Ethical considerations

Considering the ethical parameters of the research, we designed 2 informed consents. The first of them was for the rector of the institution. With this, we guarantee permission to implement our techniques with students. The second of them was for the parents. As in this research, we worked with minors; it was necessary to have the authorization of those responsible for the students. In addition, volunteer participants were informed of complete anonymity and confidentiality. To do this, we use code names and nicknames chosen by the students (Francia, Las Vegas, Texas, Chicago, Nevada, and Bogotá). Each intervention was recorded in audio and writing with prior authorization from teachers, coordinators, students, and parents.

Data collection.

In our data collection approach, we employed surveys, interviews, and observations to gather student insights, aligning our methods with our specific research objectives. Initially, we selected surveys for their efficiency in gathering quantitative data and facilitating standardized responses, enabling straightforward analysis and comparison of results, as noted by Fowler (2014). For our second objective, lesson plans and journals emerged as the most effective tools, providing structure, clarity of goals, and ongoing assessment, in line with Pratt's emphasis on the role of lesson plans (2002). In implementing the video game, we utilized both

techniques to monitor student progress systematically and ensure effective learning outcomes. Finally, for our third objective, interviews were considered the most effective technique to capture the students' perspectives post-implementation. Seidman (2013) highlights interviews as a powerful means to explore individuals' experiences, perspectives, and motivations, aligning with our focus on understanding the students' reflections on video game implementation. With these diverse data collection methods, we aimed to analyze and comprehend the students' experiences by implementing the Decision Making game.

Data analysis.

In our data analysis process, once we had the data from our techniques, we started refining and organizing the information to identify key themes and patterns. Utilizing qualitative analysis software enhanced our ability to interpret the data deeply and facilitate a comprehensive understanding of students' perceptions regarding the game. We were implementing the "triangulation" method, which involves cross-validating findings through multiple sources. Denzin (1970), proposed that this triangulation method ensures the reliability and validity of the findings. In our first objective, we had detailed insights into students' reading habits and preferences using the surveys. Surveys enable us to discern emerging trends and key factors influencing students' choices. This analysis deepened our understanding of the relationship between reading habits and preferences, contributing to a comprehensive interpretation of the data.

Our second specific objective aimed to assess the impact of gamified learning on students' reading skills, which involved implementing the video game with students, following a structured lesson plan, and documenting insights in the journal. By using the journal recordings, we were able to analyze students' active participation in the video game activities. Also, recording their detailed feedback enriched our understanding of the immediate impact of the game on their reading skills. Therefore, those recordings offered us valuable qualitative insights into their experiences.

Lastly, our third objective, interview results, such as students' comments on the interactive aspects of the video game and its impact on their reading habits, offered a nuanced understanding of students' perceptions regarding the video

implementation. This facilitated more precise conclusions on the effectiveness of utilizing video games as literacy tools in educational settings. Our triangulation analysis revealed emergent topics that corresponded with each specific objective.

Chart 1.

Axial coding with second specific objective

Topic: Video games are tools to develop reading habits in a second language learning process.

Category: Enhanced language learning through Gaming.

Axial code:

Open Code:

Multifaceted Gaming Experience

Bilingual Support

Gameplay

Graphics Attraction

Interaction Choices Distraction

Language Learning

Language preference

Learning engagement.

Story development.

Visual Appeal

Gaming constraints

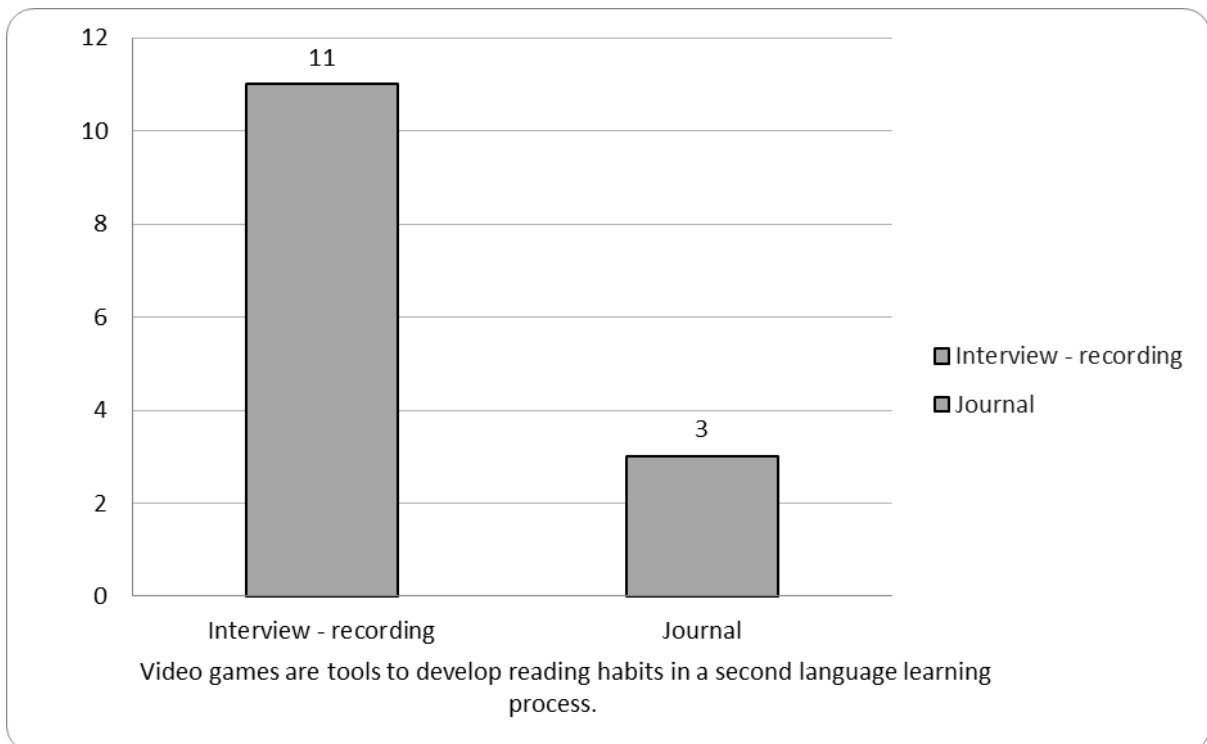
Enthusiastic Reaction

Game review

Informed Decisions

Figure 1.

Testimonies from each source for the second specific objective.



Findings

The findings presented in this research were based on the contributions of 6 participants respectively. Each testimony presented in this chapter was translated because the original testimony was provided in Spanish. Our first participant was France. Francia is a seventh-grade student, approximately 14 years old, whose interests include reading horror books and drawing. Another of our participants was Nevada, another seventh-grade student interested in origami crafts. We also find Texas, a boy of approximately 12 years old whose academic performance could be better; however, he shows a lot of interest whenever technology is involved. Then we have Las Vegas, a 13-year-old student who initially resisted video games because she

preferred other activities such as basketball or volleyball. Chicago, who is Las Vegas's best friend, also had doubts about implementing the video game as part of our research because her hobby is sewing. Finally, we have Bogotá, a boy of approximately 16 years old in seventh grade whose passion is mathematics and art. From this contextualization, we will present the following findings of our research considering our specific objectives.

Reading habits are enhanced through video games.

From the analysis of our video game implementation, one of our findings was the enhancement of reading habits. Considering the interview as our main resource, in this first finding, we present the perspectives of our participants regarding how video games can promote reading habits.

In the first instance, we had to delimit the intervention time with the participants due to the availability of the participants. The first part of the interview was aimed at knowing the participants' perspectives regarding the effectiveness of video games in promoting reading. Therefore, Nevada's testimony says, "Yes, I suppose so [video games are important] since they have read and all that, then it helps to develop reading habits." (Nevada, interview), was the initial step to consolidate this finding. Furthermore, this testimony was complemented by the emphasis on reading and interactive content that was presented in the video game "Life is Strange."

On one hand, we have the Texas perspective regarding reading and other communication skills that are improved by using video games. At this point in the interview, we wanted to know the participants' perspective regarding the video game as a teaching strategy and with an educational purpose. It is necessary to highlight that this participant's testimony was a very relevant point of reference in our research, as we found another detail regarding spelling and textual comprehension. Texas stated, "Yes, because [Video games] in addition to promoting reading, they can also help us with spelling. "If you read English books, it helps you understand English more." (Texas, interview) From this finding, we made the relationship with our research objective of knowing the scope of video games to promote reading habits.

On the other hand, from France, we learned about the perspective of using video games to energize reading activities. It is necessary to highlight that although we had established questions for the interview, each participant had a different perspective after implementing the video game. Taking this into account, each

contribution was significant. It allowed us to establish a relationship with our initial question, seek to know the scope of the video game as a teaching strategy, and promote reading. From this, Francia stated, “Yes, because if many people liked the subject of video games, then let's say that with that type of story or things like that, they may be attracted to English and reading.” (France, interview) This testimony allowed us to substantiate the finding of promotion and enhancement through video games.

From this first finding, we recognized the initial perspectives regarding video games as elements to promote reading. Although each participant had different reactions and interpretations of the questions, each idea was significant as it related to our research objective. Likewise, video games were an alternative to present reading content and a more attractive and interactive option for improving reading habits. From our second finding, we will detail how video games contribute to the development of reading while learning a second language.

Video games are tools to develop reading habits in a second language learning process.

In our second finding, we explored how video games can be utilized as effective tools to develop reading skills while learning a second language. This innovative approach offers a more engaging and interactive way for individuals to improve their language proficiency through gameplay. Our participants, like France, a student with the attitude to look for new methods to incorporate in her learning process, are evidence that video games can convey reading habits. In our interview, she was asked whether considering video games as a didactic strategy was significant regarding the educational purpose. “Yes, because there is this specific game that people are very attracted to. So, we say that people or students, I don't know, would stay there like lazy moments, but the truth is that they can entertain themselves and learn more.” France testified (interview). This testimony helped us understand the potential impact of video games on student engagement and learning. France's perspective highlights the importance of recognizing the educational value that video games can offer in a modern learning environment.

When it came to identifying the parts that could engage the students in video games to develop reading habits, we got Chicago, a student who demonstrated engagement during the video game application. She said, “Well, what I find

interesting about the video game is its visuals and its quality.” (Chicago, interview) Chicago's response emphasizes the significance of visual appeal and quality in video games as key factors that can engage students in learning. This insight underscores the importance of incorporating captivating visuals and high-quality graphics in educational video game design to enhance student engagement.

The last participant helped us determine what students thought about using video games to encourage reading. That's how we found Bogotá, and while the game was being used, this student was amazed and enjoying it. His testimony was, "Yes [I like video games] because I learn more English in the game by reading its instructions." (Bogotá, Interview) Bogotá's testimony highlights the potential of video games to enhance language learning through interactive and engaging experiences. This suggests that video games can indeed be effective teaching tools for promoting reading habits by making learning more enjoyable and immersive for students.

For this second finding, we can conclude by saying that the three participant testimonials clearly show that video games can improve language skills and encourage students' interest in reading. By incorporating educational content into games, any teacher can utilize this perspective to engage students in learning more engagingly and effectively.

Critical perspective of educational video games on students' reading habits.

The last finding targeted students' critical perspectives on video games. During our implementation, we noticed some students engaged, as mentioned above, and some were negative or uninterested. Hence, educators must consider students' diverse reactions toward educational video games and tailor their approach accordingly.

For example, during the interview, students were questioned about whether they believed video games could serve as effective instructional tools to foster reading habits. If not, they were asked to explain. We got Bogota; this student did not demonstrate enthusiasm during the whole game; his answer was, "No, frankly, when you get caught in a game, you no longer want to do anything. Reading is like doing a task, and one prefers to play. No?" (Bogotá, interview).

This response highlights the importance of understanding individual preferences and attitudes towards educational video games to engage students in learning effectively. By acknowledging and addressing these diverse reactions, we can avoid any potential barriers to student participation and look for a different tool.

This chapter presented the main findings regarding video games and how they can promote reading habits. From the preliminary analysis of the information collected, most of the participants had a positive reaction regarding video games and how they can be an alternative for presenting reading content more interactively and dynamically. However, we also find another negative perspective regarding the purpose of video games in the educational field. The proper discussion of our findings will be addressed in the next chapter, considering the contributions of various authors about our interpretation of the findings.

Discussion

Results of implementing Life is Strange game in seventh-grade students.

In the previous chapter, we presented our research findings regarding reading habits and promoted these habits in our target population. In this case, we will analyze, from the perspectives of various authors, the main implications of the use of video games and the respective interpretations of the information collected.

Initially, we will return to the testimony of Nevada, where video games are mentioned as elements that can help promote reading habits. Following what Gerber (2009) suggests, video games can effectively promote reading, as they are more dynamic and offer a different way of reading. From this perspective, we consider it truly significant to present reading dynamically and entertainingly, as the student can explore more attractive and easy-to-explore content. Furthermore, the conventional reading contents, such as books and printed documents available to the students who participated in this research, were in less than optimal conditions of use. In this way, we can understand Nevada's perception, which follows the author's perspective.

Furthermore, considering Texas's testimony about the effectiveness of video games in promoting reading and spelling, we find a direct relationship between what Gerber (2009) stated and what Nevada proposed. From this idea, Gerber (2009) suggests that implementing video games is essential in the educational field to improve communication skills and propose a different scenario for reading. From our analysis of the participants, we found the relationship between reading and the student's particular interests in the mechanics of Life is Strange, allowing them to tackle more engaging readings in a digital environment.

One of the sub-questions that we had formulated to facilitate the formulation of our research object sought to know the students' perspective after implementing Life is Strange as a pedagogical alternative. From our analysis and the results, we found a favorable perspective regarding the effectiveness of video games in promoting reading habits and good communication practices from the other writing and text comprehension based on Life is Strange.

Decision-making games contribute to students' reading habits.

After implementing Life is Strange with our population, we found a perception of this type of game concerning engagement with reading and the interests of the students. As we mentioned in the previous chapter, our participants had a very specific opinion regarding video games and their use in the educational field.

Starting from this premise, we will delve into France's testimony. In this case, after playing Chapter 1 of Life is Strange in cooperation with another participant, we emphasize what Francia said: "Yes, because there is this specific game that attracts many people. So, let's say that people or students, I don't know, would remain there as if they were lazy, but rather they could entertain themselves and learn more." From this perception, we discussed an author who highlights the impact of gaming to generate interest in reading.

According to Liu Chu (2010), the outcomes of the students' interaction with the games tend to generate interest in literacy from the pedagogical practice of using gaming. From what France proposes and the authors propose, we find a connection regarding the interest generated by games and how they can learn from the pedagogical interaction with gaming. This connection is fundamental in our research as it allows us to know the scope of the games that are implemented with a specific teaching purpose. Furthermore, based on what was proposed by the author and France's perception, it is also necessary to present interaction scenarios with the game and reading without leaving aside the educational purpose and, simultaneously, considering the dynamic essence of the video game.

Finally, from this interpretation, we understood that implementing decision-making games can improve reading habits if they are attractive to students, present an interactive scenario, and have a clear purpose. Otherwise, we may find ourselves with a process that is not so positive in pedagogical terms. For this reason, we will explore another of the most relevant perceptions we found in this research.

The impact of gaming on students' reading habits.

After implementing *Life is Strange* with our participants, Las Vegas was the last of those who could play Chapter 1 of the game. This participant was critical throughout the entire process, as he always had questions about the game implementation process and its true scope. For this reason, it is necessary to recall Las Vegas' statement, "No, honestly, when you get stuck in a game, you don't want to do anything anymore. Reading is like doing a task, and one prefers to play. No?" with the position of an author who emphasizes the effectiveness of gaming regarding reading.

In this regard, Bacalja (2022) suggests when he refers to gaming as an interactive and significant space where literacy is promoted through engagement with significantly educational video games. This contrast is relevant because it allows us to detail that not all participants will have the same opinion regarding what is expected in research. Furthermore, Bacalja's (2022) perspective aligns with what other participants discussed with Las Vegas during implementation.

With this author, we do not want to propose an authoritarian position regarding what they should think. Still, rather it is a way of highlighting perspectives that future researchers can find in another scenario. Furthermore, this contrast arises due to our research subquestion that sought to know the reading habits of the students. Although most participants reacted positively to developing reading habits through games, the testimony from Las Vegas tells us that nothing can be taken for granted in research. Still, rather it is a point of reflection on the research objective and the authors' perspective.

After analyzing in detail the testimonies and perspectives of various authors regarding the participants' ideas, we will return to the research question of our research, which sought to understand how gaming literacy can promote English reading habits in seventh-grade students. We consider that video games as an alternative to conventional reading can effectively promote reading, as they offer a more dynamic and interactive scenario to approach reading. Furthermore, video games can be effective in promoting and improving these habits as long as they are consistent with the interests of the students and the context in which they will be implemented. Although we found diverse positions, a high percentage of our participants agreed on the effectiveness of video games in promoting reading habits, following the positions of the previously mentioned authors.

Conclusion

In conclusion, this research allowed us to know other perspectives on reading and how it can be approached, separating itself from classic pedagogical strategies. Furthermore, in the light of various authors, we learned how video games can be alternatives for teaching a second language instead of being leisure elements. Considering the ideas of the aforementioned authors, we found that although video games have an impact on student performance by promoting reading habits, these games should not be separated from their educational purpose. Furthermore, it is necessary to adapt the content of the game according to the teaching purposes. This also promotes reflection around the dynamic interaction with the reading content, moving from a traditional way of using texts and books to using technological elements and educational video games.

Although this research allowed us many dynamics of teaching and reading with our population, we also faced many challenges regarding logistics, resources, and selection of participants. It is necessary to recognize these challenges because research as a changing process can present you with various situations that can modify the direction of your process. Another point to highlight was the findings presented, which were always in line with our research objectives regarding promoting reading habits and implementing the *Life is Strange* game in seventh-grade students.

For future research, we recommend having the necessary resources to facilitate the implementation of video games in larger spaces that allow greater interaction with the participants. Furthermore, from what Bacalja (2022) implemented, we found that implementing video games can be effective with adolescents. Still, it can be complicated in other older populations whose interests involve other visual elements. Finally, we recommend that future researchers explore other methodological strategies to complement video games to promote reading habits and learning a foreign language in an interactive and dynamic environment.

References

- Alberti, J. (2008). The game of reading and writing: How video games reframe our understanding of literacy. *Computers and Composition*, 25(3), 258-269. <https://doi.org/10.1016/j.compcom.2008.04.004>
- Annetta, L. A., Minogue, J., Holmes, S. Y., & Cheng, M. T. (2009). Investigating the impact of video games on high school students' engagement and learning about genetics. *Computers & Education*, 53(1), 74-85. <https://doi.org/10.1016/j.compedu.2008.12.020>
- Bacalja, A. (2022). A critical review of digital game literacies in the English classroom. *L1-Educational Studies in Language and Literature*, 1-28. DOI: <https://doi.org/10.21248/l1esll.2022.22.2.370>
- Chamorro, M. G., & Rey, L. (2013). Teachers' Beliefs and the Integration of Technology in the EFL Class. *How Journal*, 20(1), 51-72. Retrieved from <https://www.howjournalcolombia.org/index.php/how/article/view/23>
- Ferdig, R. E., & Pytash, K. E. (2014). Using video games for literacy acquisition and studying literate practices. *Learning, education and games*, 55.
- Flyvbjerg, B. (2011). Case study. *The Sage handbook of qualitative research*, 4, 301-316.
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). *Understanding and evaluating qualitative research*. *Australian & New Zealand journal of psychiatry*, 36(6), 717-732. <https://doi.org/10.1046/j.1440-1614.2002.01100.x>
- Fowler, F. J. (2014). *Survey research methods*. Sage Publications.
- Gerber, H. P. (2009). From the FPS to the RPG: Using video games to encourage reading YAL. <https://doi.org/10.21061/alan.v36i3.a.11>

- Hashima, H. U., Yunusb, M. M., & Hashimc, H. (2020). Video Games: The Game Changer in Teaching Writing for ESL Learning. *Education, Linguistics*
- Herrewijn, L., De Jans, S., Hudders, L., & Cauberghe, V. (2021). Leveling up advertising literacy! Investigating the cognitive and motivational effectiveness of a digital game for learning aimed at improving children's advertising literacy. *Electronic Commerce Research and Applications*, 46, 101036. <https://doi.org/10.1016/j.elerap.2021.101036>
- Liu, T. Y., & Chu, Y. L. (2010). Using ubiquitous games in an English listening and speaking course: Impact on learning outcomes and motivation. *Computers & Education*, 55(2), 630-643. <https://doi.org/10.1016/j.compedu.2010.02.023>
- McMillan, S. (1996). Literacy and computer literacy: Definitions and comparisons. *Computers & Education*, 27(3-4), 161-170. [https://doi.org/10.1016/S0360-1315\(96\)00026-7](https://doi.org/10.1016/S0360-1315(96)00026-7)
- Pratt, D. D. (2002). Good teaching: One size fits all? In M. T. Brinkley & D. J. Paris (Eds.), *Children's reading comprehension and assessment* (pp. 91-110). Lawrence Erlbaum Associates.
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.
- Smith, A., & Jones, B. (2020). Gamification in education: A comprehensive review. *Contemporary Educational Technology*, 11(2), 168-183. <https://doi.org/10.30935/cet.735121>