

Running Head: BUMPY RIDE HOME TO LEARN VOCABULARY

The video game Bumpy Ride Home as a didactic strategy to learn English Vocabulary

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RESUMEN

Al crear estrategias para el aprendizaje del inglés es importante tener en cuenta el contexto y las motivaciones de los estudiantes, y considerando que los educandos de hoy viven en un mundo inmerso en la tecnología digital, internet y teléfonos móviles, es necesario crear estrategias de acuerdo con el entorno actual. Por esa razón, este trabajo propone los videojuegos, específicamente el videojuego Bumpy Ride Home como una herramienta para aprender vocabulario en inglés.

Este proyecto tiene como objetivo determinar los efectos del videojuego Bumpy Ride Home en el aprendizaje de vocabulario en los estudiantes de quinto grado de la escuela pública Institución Educativa Municipal San Juan Bosco, sede Maridiaz de Pasto.

Este estudio está organizado en tres capítulos: aspecto técnico-científico, marco conceptual y metodología que soportan las ideas de este trabajo.

Palabras clave: Bumpy, aprendizaje, estrategias, video juegos, vocabulario.

ABSTRACT

In order to create strategies for learning English is important to take into account the context and motivations students have, and considering that the learners of today are living in a world immersed in digital technology, internet and cellphones, it is necessary to resort to strategies in agreement with the current setting. For that reason, this work suggests videogames, specifically the video game Bumpy Ride Home as a tool for learning English vocabulary.

This project aims to determine the effects of the videogame Bumpy Ride Home in the vocabulary learning in the students of the fifth grade of the public school Institución Educativa Municipal San Juan Bosco, sede Maridiaz in Pasto.

This study is organized in three chapters: technical-scientific aspect, conceptual framework and methodology which support the ideas of this work.

Key words: Bumpy, learning, strategies, videogames, vocabulary.

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The videogame 'Bumpy Ride Home' as a didactic strategy to learn English

Vocabulary

When a second language is learned, vocabulary plays a pivotal role: it allows student to make progress in the process of learning and to proficient in reading, listening, writing and speaking. In fact, the more vocabulary it is known, the better comprehension and production of the language is. In this regard, Nation and Webb affirm that “words are the building blocks of language. They are central to listening, speaking, reading, and writing” (2017, p. 19). That is, words are the essence of a language.

Thus, in the field of language learning there are many different strategies to improve vocabulary knowledge. In this sense, Schmitt (1997) affirms that there are fifty-eight strategies for learning vocabulary (as cited in Schmitt, 2000); these strategies help students to memorize words in a faster and easier manner. Moreover, Schmitt (2000) mentions that in order to create a strategy for learning vocabulary, it is crucial to take into account the context, the level of English, the culture and, the motivation students have. That means that it is important to know the age, the knowledge of vocabulary they currently have, and the place where students are from as well as the setting and time in which they are living before of designing a strategy.

According with the previous lines and considering that the learners of today are living in a world immersed in digital technology, internet and cellphones, it is necessary to resort to strategies in agreement with their context and with their motivations which surely are different from those used in the past. For that reason, this work suggests videogames as a strategy for learning vocabulary because they are deeply connected to this digital age and

they also suit student's preferences. Supporting this statement, Muriel, claims "Video games are an undoubtedly contemporary reality...and there is a growing and consolidating video game culture" (2018, p.3); In other words, in today's digital society, videogames play an important role and their relevance is increasing each day. Since today's learners tend to like this type of elements, videogames can be an excellent tool to be used in educational contexts, and in this case, for learning vocabulary in English.

On the basis of the above, this project aims to determine the effects of a videogame named 'Bumpy Ride Home' which was specifically designed to teach basic vocabulary in English. This game is very similar to those that can be played online nowadays. The purpose of teaching vocabulary through this game is to motivate students to learn forty words in a fun and interactive way.

Problem description

Most of the strategies to learn vocabulary in the school of San Juan Bosco, sede Maridiaz in Pasto, specifically in the fifth grade, are generally linked to traditional methods of instruction and tend not to take into account the current context and elements that may motivate students nowadays. For that reason, it is necessary to make use of new strategies that best meet the needs of the students of this generation. One of them is video games, in this case, Bumpy Ride Home, which is intended to serve as a strategy to learn vocabulary in a easily and enjoyable way.

Problem statement

Does the computer game Bumpy Ride Home help students improve vocabulary learning in the fifth grade of the public school Institución Educativa Municipal San Juan Bosco, sede Maridiaz in Pasto?

Objectives

General objective.

To determine the effect of the computer game Bumpy Ride Home in the vocabulary learning in the students of the fifth grade of the public school Institución Educativa Municipal San Juan Bosco, sede Maridiaz in Pasto

Specific objectives.

To identify the vocabulary knowledge that students of fifth grade, of the public school Institución Educativa Municipal San Juan Bosco, sede Maridiaz in Pasto have before implementing the computer game Bumpy Ride Home.

To determine student's vocabulary knowledge after the implementation of the computer game Bumpy Ride Home.

Justification

This project is relevant because it contributes to the area of Learning English through the new technologies (TALL) from the Language Department at the University of Nariño.

Moreover, this work shows the importance of learning vocabulary and how it can help to improve the level of English. Cameron (2001) as cited in Alqahtani (2015) affirms

that: "Vocabulary, as one of the knowledge areas in language, plays a great role for learners acquiring language" (p.22). Since vocabulary has such importance, it is required to take notice of how it is learned and which circumstances benefit its accurate acquisition.

Furthermore, this work explores in the area of current and authentic videogames as tools for learning English, being this, a topic with little research due to its recent appearance; Sundqvist (2019) claims that "Despite an increased number of studies on the relation between digital gameplay and language learning, empirical large-scale studies are scarce, as are studies that focus on gaming outside institutional settings, in the digital wilds" (p.87); In this way, this project is significant because it contributes to the investigation of new tools for learning a second language vocabulary.

Finally this proposal offers the computer game 'Bumpy Ride Home' as a tool to acquire vocabulary in English, which might be of interest for learners or teachers who are looking for new, entertaining and modern strategies in the area.

Limitations

The lack of computer equipment in the public school Institución Educativa Municipal San Juan Bosco, sede Maridiaz in Pasto can be a problem because it is necessary for the implementation of this strategy. Also, the number of computers in the school and the time allowed for each season class could impede the appropriate learning of the words because it is necessary to have one computer for each student and also multiple sessions for a period of time.

Chapter II: Conceptual Framework

This chapter addresses the main concepts that are the basis for this work; these include vocabulary learning and videogame in education.

First, the concept of vocabulary and what knowing a word involves will be discussed. Also the most frequent words in English and their importance in second language learning will be addressed. Then, the importance of learning vocabulary will be stated and the process of learning words and the ways of acquiring them, such as incidental and intentional learning will be described. Finally, the computer game Bumpy Ride Home as a strategy for memorizing words will be presented.

Since vocabulary is one of the major points of this project, it is necessary to clarify what it is.

What is vocabulary?

Many authors have broadly defined what vocabulary is, among them, Linse (2005), who states that vocabulary is “the collection of words that an individual knows” (p. 129). Similarly, Schmitt (2010) affirms that vocabulary refers to all words that are known and identified proficiently. Based on these definitions, it can be said that vocabulary concerns the words that a person knows, recognizes, and of course, uses to communicate. Here, it is important to mention that vocabulary is essential for the proper development of the four skills (listening, reading, writing and speaking). Regarding this aspect, Lehr, Osborn, and Hiebert state that “vocabulary is the knowledge of words and word meanings in both oral and print language” (2004, P. 5). In the same line, Neuman and Dwyer (2009) assert that vocabulary comprises the words used to communicate accurately in speaking and listening

way. Therefore, vocabulary is not just knowing words, it is also using them for communicative purposes in oral or written forms.

To sum up, vocabulary is the knowledge of words and its meanings and the use of it for communication. Understanding this, now it is crucial to explain what means knowing a word.

Word knowledge

What does knowing a word mean? Answering this question, Nation (2013) asserts that it is the knowledge of the meaning and the form of a word, and it is also the fact of being capable to attach both. In order to clarify this, it is proper to clear up the concepts of form and meaning. Form refers to the sounds or symbols used in spoken and written way and the significance of this is the meaning. Therefore, the knowledge of a word involves being able to identify it when it is read or heard and comprehend it.

Supporting this idea, Schmitt (2000) claims that there are two levels of knowing a word, 1. When the individual is being able to understand a word when listening or reading, which is called receptive or passive knowledge. 2. Apart from identifying a word the subject must be able to use it in speech or writing, which is known as productive or active knowledge.

In short, knowing a word implies being able to use it appropriately in written or spoken form.

Now, what happens when a word has diverse meanings, and how many words should a learner know at a given level of proficiency. These questions will be addressed in the following section.

High-low frequency words

There are plenty of words that have different meanings and, in line with Nation (2013), these words are named homonyms and have the same form but distinct meanings. The author provides the word 'bank' as an example, which can mean the bank of a river or the National Bank. Given the fact that learning several words which have one meaning would be difficult to memorize, learning two or more meanings for the same word could be tedious.

For that reason, for second language learners who try to acquire a basic level of proficiency, it is necessary to learn just one meaning for each word. Schmitt (2000) says that each word has a core meaning, which is the most known and relevant significance of a word, and according to him, this should be learned before others definitions.

In such manner, for obtaining an elementary level it is fundamental to learn just one meaning for each word and as learners acquire the second language they could be learn more meanings for each word. Along these lines, how many words should be learned by a second language learners to gain an elementary level, or on the other hand, to speak at the level of a native speaker?

Nation after examining two studies, one conducted by Goulden, Nation and Read (1990), and the other by Zechmeister, Chronis, Cull, D'Anna, and Healy (1995), conclude

that: “native speakers of English know around 20.000 word families” (2013, p17). That means 20,000 headwords with their own inflection and derivation. For a student that learns English as a second language, this amount of words could be unimaginable for memorizing and learning. For that reason, it is crucial to learn first the most frequent words for acquiring the basis that will then allow learners move forward towards obtaining a high level of English.

The widely-known research of high-frequency words is the Michael West’s General Service List (GSL) (1953), which according to Nation and Webb (2017), is a list of about 2.000 word families with the most frequent and important words for learning in English; also, they mentions that West was not the first doing this work, but his list was the most meticulous and useful.

In the same line, Schmitt and McCarthy (1997), say that a student of English needs to know almost 3000 frequency words and they are urgent and top-priority. Similarly, Schmitt (2000) states that 2.000 are the most common core words for second language learners which allows them to speak and write at a basic level.

Two or three thousand words is an easy number to assimilate compared with twenty thousand of words families and this small group of high frequency words. Furthermore they can represent the foundation for getting an advanced level of proficiency in English. Besides, it is believed that the high frequency words are crucial because they comprise a considerable part of the common words in spoken and written English, (Nation, 2013).

Contrarily, Lewis (2008) claims that "to speak English well you do need a large lexicon"(p.20). Although Nation and Lewis have different opinions about the amount of words that a learner needs to know, it can be said that both claims have a degree of truthfulness because a large number of words are required for an advanced level but, as Nation (2013), mentions, for having a beginner or intermediate English level, it is necessary to have a foundation with the most frequent words.

In addition, Schmitt (2000) suggests that high frequency words should be learned as quickly as possible since they are the basis of the language; on the contrary, according to the same author, the least frequent words should be learned later in extensive reading. The less frequent words are also important for obtaining a high level of English, but they should be learned once the basis have been established; high frequency words are of top priority and deserve more time.

In short, to begin learning English as a second language it is necessary to study first the core meaning of the most frequent words and then going forward with the less frequent words. Now, it is necessary to know how the idea of the most frequent words emerged, and why it is thought that leaning words is significant in the process of learning English.

The importance of learning vocabulary

According to Schmitt (2000), for more than two thousand years, there have been many approaches to language learning, and each one of them had a distinct viewpoint on vocabulary; in fact, some of them even put vocabulary on a secondary place and assumed that L2 vocabulary would be acquired incidentally through the lesson. In the same way, Thornbury (2002) mentions that for a long time some approaches like the Direct Method

and Audiolingualism conferred grammar teaching high relevance in second language learning. It was not until the emergence of the Vocabulary Control Movement and the Lexical Approach that vocabulary received significant attention.

The Vocabulary Control Movement and the Lexical Approach give vocabulary an important role and each one surged in a different way and in different times. According to Schmitt (2000), the vocabulary control movement surged as an attempt to facilitate vocabulary learning by limiting it while choosing the most frequent words in English. Two important studies were made in the beginning of this movement known as the Basic English and the general service list (GSL). As seen above, the frequent words are the most common and essential words in English and they also facilitate the learning process.

Subsequently, the lexical approach came out with the conception that “the buildings blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and words combinations” (Richards & Rodgers 2001, p.132). That means that much of the English language are single words or the combination of two or more words such as phrasal verbs, collocations, idioms, and fixed expressions.

Similarly, Nation and Webb (2017) think that “A large proportion of the English language consists of multi-word combinations” (p.25). In that way, if most of the English language are words or word combinations, the importance of vocabulary learning is vital in the process of learning English.

Moreover, Pawley and Syder (1983) claim that solely a few sentences are original creations, in reality language is composed by “multiword units functioning as chunks or memorized patterns” (as cited in Richards and Rodgers, 2001, p. 135). Vocabulary is essential in language learning and communication, considering that language is composed for words that are combined to form sentences, phrases and ideas. In this sense, Wilkins (1972) states that:

There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (as cited in Alqahtani, 2015, p.97).

That means, much in the language has to do with vocabulary, and although grammar is determining in the learning process, without vocabulary it is difficult understand and communicate English. Similarly, Gass (1988) affirms that the difference between grammatical and lexical errors is that the second may interfere with communication (as cited in Gass & Selinker, 2008); if a learner makes a mistake in the structure of a sentence, it can be understood, but if there is not enough vocabulary or the meaning of a word is not comprehended, communication could be affected.

Correspondingly, Gass and Selinker (2008) asserts that: "learners need good lexical skills to produce sentences and to understand them" (p. 451); that means that for having a high proficiency in a target language, it is necessary to acquire a large range of vocabulary which enhances the comprehension of a second language (listening and reading) and improves reading skills and the fluency in speaking.

In a study made by Stæhr (2009), it was concluded that “vocabulary size might be a major contributing factor to successful listening comprehension” (p.602); Nagy (2000), affirms that reading comprehension depends on high level of vocabulary knowledge; also, Koizumi and In’nami (2013) claim that Vocabulary knowledge can enhance in some way speaking proficiency, and Tovar (2017) found in his study that vocabulary knowledge is needed because it provides learners a wider ability to generate well-structured written texts.

These previous studies prove that in order to have a good level in speaking and writing, and to develop an adequate listening and reading comprehension skills in English, it is necessary to handle a considerable range of vocabulary.

Learning vocabulary

Learning and memorizing the meaning of words with spelling and pronunciation very different from mother tongue can be a challenging task for second language learners, Hulstjn (2001), mentions that:

“When a L2 learner embarks on the learning of an entirely new language, morphologically and phonetically unrelated to any language already known to him or her, he or she may experience great difficulties in storing isolated as well as clustered sounds or letters” (p.261).

For that reason, it is important to know which circumstances help to learn vocabulary and how it is acquired.

According to Aitchison (1987) the process of learning a word happens in three phases: 1. to connect the word to a concept, 2. to organize the vocabulary under a certain label, and 3. to construct connections among related words (as cited in Schmitt, 2000).

Similarly, Paribakht and Wesche (1993) affirms that vocabulary knowledge occurs in five phases: 1. the word unknown, 2. the word is known but not the meaning, 3. a translation into the first language can be provided, 4. the words are used correctly in a sentence, and 5. the word is used with precision both semantically and grammatically (as cited in Gass & Selinker, 2008); that means that for acquiring a word in a second language, it is necessary to know its meaning and be able to use it with accuracy.

For this to happen, Nation and Webb (2017) establish that there have to be certain learning conditions: repetition, noticing, retrieval and varied encounters. There are also two important factors: the amount of encounters with a word and the level of attention at each encounter.

Consistent with previous points, Nation and Webb (2017) affirm that noticing entails inferring the meaning of a word using contextual clues. Retrieval is when there is a second meeting with a word and its meaning has to be remembered. Various encounters refers to using the word in distinct forms and situations. In other words, learning a word implies being aware of its significance after looking the contextual clues surrounding it, and also being able to remember the meaning later and in different ways and contexts.

Retrieval is relevant in vocabulary learning because it allows learners to memorize and then recall and use the word when needed, and 'various encounters' refer to

identifying and remembering the significance of a word in different contexts such as readings or by hearing it in a conversation.

Nation and Webb (2017) affirm that: “the greater the number of encounters, the more likely learning is to occur; and the deeper the quality of the encounters, the more likely learning is to occur.” (p.63). That means that, if there is real understanding of the meaning of a word after several encounters and it is possible to re-call it in each of them, then it is possible to say that the word is learned.

Knowing this, now it is important to clarify that there are two different common ways of learning vocabulary; one is by memorizing words by heart, and the other is by learning the words while other activity is performed; those ways are named incidental and intentional learning.

Incidental vs. intentional vocabulary learning.

According with Hulstijn (2013) incidental learning happens when a word is acquired without the intention of doing it while another activity is being performed; and intentional learning refers to memorizing some information that usually embraces rehearsal techniques such as learning by heart something which will be tested later.

In other words, when students learn words while they are immersed in a speaking, writing, reading or listening exercises, this is called incidental vocabulary learning, but if vocabulary is learned while students consciously focus on the words to be learned and memorize them, this is intentional vocabulary learning.

Knowing this, now it is relevant to determine which of the two approaches is better for learning vocabulary; Some authors agree with the idea that incidental vocabulary should be learned incidentally, like Nagy and Herman (1987) affirm that the number of words that a native speaker of English knows cannot be learned by instruction, but while engaged in listening or speaking activities (as cited in Hulstijn, 2001); in other words, by means of incidental learning. Similarly, Ahmad (2012), in his study compared the incidental and intentional vocabulary learning in two groups, and due the results obtained of the vocabulary test were significantly different, he concluded that incidental learning would be more appropriate for learning vocabulary.

Contrarily, others author like Jian (2013) determined that incidental learning is not the best way for learning vocabulary since it implies a lot of reading for memorizing the meaning of a word and word frequency and text coverage are a disadvantage for this way of learning.

On the other hand, Alemi and Tayebi (2011), in their study about the influence of incidental and intentional vocabulary acquisition and vocabulary strategy use on learning L2 vocabularies, found that there was not any significant difference in the acquisition of vocabulary.

Regarding to the studies just mentioned above, it seems that there is not a general view about if whether vocabulary should be learned in an intentionally or incidentally way. Concerning to this, Hulstijn (2013) considers that:

“While the absence or presence of a learning intention does not play a decisive role, vocabulary acquisition is first and foremost determined by the nature and frequency of the processing of new words... Incidental vocabulary learning is not necessarily more effective than intentional learning nor is intentional vocabulary learning more effective than incidental learning.”

The author wants to say that regardless of whether vocabulary learning is incidental or intentional, the acquisition of words depend on how the information is processed, that means, the task used and the frequency of it, and not if there is the intention to learn a word.

Due to what Hulstijn says, it is proper to look for an activity which engage the students in the process of acquiring vocabulary and videogames could be an excellent strategy for memorizing words in a favorable way.

Learning vocabulary through videogames

“When I watch children playing video games at home or in the arcades, I am impressed with the energy and enthusiasm they devote to the task. ... Why can't we get the same devotion to school lessons as people naturally apply to the things that interest them?”

Donald Norman, (as cited in Prensky, 2001)

Some time back, in the field of languages, many authors researched effective ways for learning a second language and some of them found that enthusiasm and interest for learning has to do much with it; Krashen (1982), for example, agrees that for acquiring a foreign language it is necessary affective variables such as motivation, self-confidence and

low anxiety (as cited in Urmee, 2013); also, Piaget (1970) assert that "curiosity is the best driving force for learning. He advocated that keeping learners curious by engaging them in play-like activities is the best approach to education, and thus games are an important avenue toward learning" (as cited in Jong, Lee and Shang 2013, p.299).

One way of engaging students in the learning is through the use of video games, they fit perfectly with the ideas of Krashen and Piaget, because curiosity, motivation, low anxiety and self-confidence are some of the outcomes that video games could offer. In fact, videogames in second language learning are not a new topic; Prensky (2001) mentions that since the appearance of the global technology in the last decades, digital games had been played a significant role in education. Also, there is a method called Digital Game-Based Learning (DGBL) which according to Eskelinen (2012) "is a growing field of using digital games in education and training of different knowledge and skills". (p.6).

Authors like Malone (1981), states that video games make learning fun since they involve challenge, fantasy and curiosity, aspects that create an environment attractive and exciting for learners and, arouse cognitive curiosity. In the same way, Prensky (2001), states that video games motivate learners because they include competition, problem solving, rules, feedback and interaction with others that give to students enjoyment and emotion that motivate them to learn.

Knowing this, and due to the great acceptance of video games in the field of second language learning, it can be said that this tool serve as a mean for learning vocabulary, and there are some works that prove this thesis; Yudinseva (2015a), after analyzing 17 qualitative, quantitative, and mixed-method studies concluded that learning vocabulary

through video games can be effective since it affords useful strategies such as language repetitions, contextual clues, interaction with native learners, imagery and an authentic context. It is worth recalling that these aspects are mentioned for Nation and Webb (2017), when they affirm that they are necessary for memorizing vocabulary.

Also, Rasti and Vahdat (2013), state that video games comprise important characteristics such as pictures, virtual words and sounds that provide authentic contexts for learning vocabulary; they affirm that settings in video games allow learners to acquire vocabulary in a similar way to real life, that is, when someone learn words in his first language.

Moreover, Godwin-Jones (2016), affirms that augmented reality (AR) videogames, such as Pokemon GO, are an efficient strategy for learning vocabulary since "there is an obvious connection between AR and current theories of second language acquisition which emphasize localized, contextual learning and meaningful connections to the real world" (p.9). He claims that this kind of video games provide physical information surroundings due to the fact that gamers can move around the virtual place like in real life. Also, he affirms that if students use AR video games for learning words, they will have a more active role in the process of acquiring vocabulary.

Ebrahimzadeh and Alavi (2016), examined how learning enjoyment in digital games can influence the vocabulary learning and he found out that "Game-enhanced language learning seems to correlate with enjoyment experienced by students which may enhance their motivation helping them persist time-consuming tasks such as second

language learning” (p.10), that means, video games can make a tedious activity such as memorizing a big amount of words in an agreeable and enjoyable learning.

Although these previous works support the main idea of this work, studies in the field are limited; Yuditseva (2015b) after analyzing 26 studies concluded that there are "a lack of high-quality studies on videogames implications for second language acquisition... In such a way, more high-quality studies and empirical evidence are clearly needed" (p.90); for that reason, this project proposes the videogame Bumpy Ride Home as an example of current and authentic video games, for second language learning vocabulary.

Bumpy Ride Home

Before explaining what Bumpy Ride Home consist in, it is necessary to define what a video game is. According to the Oxford English Dictionary definition: “a game played by electronically manipulating images produced by a computer program on a monitor or other display” (as cited in Bossom & Dunning, 2016, p.21). In other words, a video game is an electronic game which can be played in different platforms such as a console, a computer or a cell-phone, with or without internet access.

Also, videogames are divided into many categories, the best known are educational games, serious games and casual games. Educational and serious games are "applications whose main purpose is to provide not only entertainment but also training in areas as education, marketing, health, etc." (Peña & Sedano, 2014, p.230). This kind of games are quite different from the typical or casual games, since its main purpose is not educational, is just pleasure and fun.

Moreover, there are various genres of casual video games, it refers to the style, design, and mechanics of the videogames; the most common genres are: first person or FPS, third person, fighting games, strategy: RTS/A-RTS, puzzle, sandbox or open world, massively multiplayer online or MMORPG, multiplayer online battle arena (MOBA), role playing game RPG-adventure, side scrolling/platform, simulation or Sim, racing, sport Sim. (Bossom & Dunning, 2016).

Bumpy Ride Home is a casual first person computer game based on the stealth online game 'The Very Organized Thief', which was taken as an example for designing the strategy due to the popularity that this kind of game has gained among youngsters in the last years. This can be proven with the statistics of Cisco Systems (2017) which states that "Worldwide online gaming traffic reached 915 petabytes per month in 2016 and is expected to grow by 79% more in 2019" (as cited in WePC, 2018, n.p.)

The game is about an alien from another dimension who crashed on the earth because he lost the control of its spaceship. Therefore, he look for help, and a boy living near the place where the spaceship crashed accepts to help him. For that reasons, the boy has to go to his home and look for some things that will serve for repairing the alien's spaceship.

Bumpy Ride Home consists in quickly searching for items on a checklist of things; there are 40 items in total, and they are all around the house; 'the boy', who will be controlled by the student, has to look for 6 of the items showed in the list in 3 minutes exactly. After this time, if all the items were not found, the student will lose the game. Every time the game is restarted, the list will refresh automatically with new items, but two

or three of them will always be repeated. Also, the videogame has five levels, in each level the time will be reduced and more items will be added to the list.

Now it is time to address how the game Bumpy Ride Home can serve as a tool for learning the vocabulary, and the use of each aspect of the video game explaining why it was designed in that way.

Bumpy Ride Home for learning vocabulary

According to Schmitt (2000) in order to design an effective strategy for learning vocabulary, it is necessary to take account variables such as motivation, context, culture, and the proficiency level of the students; in that way, Bumpy Ride Home was designed based on a current game and taking account that "Video games are undoubtedly contemporary reality in the society... and there is a growing and consolidating video game culture" (Muriel, Garry & Crawford, 2018, p.3), this strategy is in agreement with the motivation, culture, and context of the students of this time.

Also, considering the vocabulary of the game, Bumpy Ride Home is intended for beginner students, in view that the 40 words that the game contains are in line with the A2 level proposed in the 'Guía No. 22 del Ministerio de Educación Nacional' (2006). Additionally, the words were picked in accordance with the most frequent words of the New General List adjusted by Browne, Culligan and Phillips (2013).

Furthermore, learning words from the video game could be more effective than memorizing in the traditional way. Gee (2007) explains that learning the definition of a word with other words can be confusing; for that reason, there has to be a situated

meaning, which involves relating the vocabulary item with a picture, an action, or a dialogue and also, with a single context, knowing that a word can have different meanings depending on the context. In Bumpy Ride Home, students can associate the meaning of the word with the image, and the items are situated in a specific context, for example, the spoon is in the kitchen, the soap is in the bathroom, the drill is in the basement, and so on.

In another issue, Nation and Webb (2017), affirm that for learning vocabulary there have been certain learning conditions such as repetition, noticing, retrieval and varied encounters; the amount of encounters with a word and the level of attention at each encounter play a key role; also, Nation (2013) mentions that motivation and interest are fundamental conditions that allow noticing.

In that case, Bumpy Ride Home could be an excellent tool for learning vocabulary because it implements the tenets mentioned by Nation and Webb; for example, students will have the opportunity to encounter the words multiple times, since they will have to play a lot to move to the next level; additionally, learners will have to associate the word in the list with the picture as often as they memorize its meaning. Also, if students are able to memorize those words, they will possibly recognize them in a listening or reading way thus, the retrieval part will be fulfill too.

It is not clear how many encounters and how often they need to happen for students to learn a word, but Nation (1990) suggests that five to sixteen repetitions are required for a word to be learned (as cited in Schmitt, 2000). In the case of Bumpy Ride Home, it is necessary to conduct and complete this study to prove this statement.

In the previous section it was concluded that both explicit and incidental does not play a decisive role in vocabulary acquisition. According to Hulstijn (2013), what is essential is the nature and the frequency of the process of the new vocabulary. The process of learning vocabulary in Bumpy Ride Home is that students first guess the meaning of words using the contextual clues, and situated meaning, and then they memorize them by repeating the process over and over.

Another important issue that is needed to learn new vocabulary is grouping, which according to Cofer, Bruce, and Reicher (1966) is the process of naturally grouping and organizing new words, relating them with previous experiences, images or words already learned; in that way, it can be easier to learn them (as cited in Schmitt, 2000). If words are previously organized in categories such as plants, animals, colors, etc., they could be learned without major difficulty; for that reason, the vocabulary in Bumpy Ride Home is organized according to the objects in a house, in that way students can memorize them efficiently.

On the other hand, the videogame was also designed taking account all the characteristics that Prensky (2001) mentions to make the game effective and enjoyable, these are: rules, goals, feedback and challenge; he explains that rules make a video game both fair and fun; goals, on the other hand, motivate students to play; feedback allows learners to know whether they are moving closer or not to the objective; challenge provides adrenaline and emotion to the learners.

The rules of Bumpy Ride Home are simple; students have to find 6 items in 3 minutes exactly. The goal is to find all the things in less than 3 minutes; feedback occurs

when the right object is selected, so the word in the list is crossed out, and the challenge is implicit in the video game.

Besides, Gee (2006) mentions that what motivates a students to play a video game is the role of failure or a level of frustration; that means, the video game has to be difficult because if learners win the game easily, they will not be motivated to play again, and as a consequence there will not be various encounters, repetition and, noticing.

On the other hand, Prensky (2001) states that if the video game is too difficult, students probably get frustrated and give up the game. For that reason, in the videogame Bumpy Ride Home two or three words will be repeated each time the list is updated with the purpose of making the game a little easier.

Finally, Prensky (2001) affirms that a story is a key in a video game; that aspect makes the video game interesting for the students and also gives them a role; for that, Bumpy Ride Home has an engaging and funny story.

Literature Review

As it was mentioned before, research and studies in the field of video games as tools for learning a second language are scarce (Yudintseva, 2015), anyway there was founded three works that support to a large extent this project, due to they are up to date and its results favour the thesis of this project.

The first work is called Readers, Players, and Watchers: Short and Long-term Vocabulary Retention through Digital Video Games by Ebrahimzadeh and Sepideh in the year 2017. The purpose of this study was investigated short and long-term vocabulary

learning through the massive multiplayer online and digital video game Warcraft III: The Frozen Throne. Also, 21 words between simple and compound nouns were chosen from the game and it was conducted the same vocabulary test before and after the three month of implementing the strategy.

The participants were 241 Iranian male, 61 junior and 153 senior high school students, between the ages of 12 to 18. The students were randomly divided in three groups: readers, who learned vocabulary through exhaustive reading, players who learned the vocabulary through playing the video game, and watchers who learned vocabulary watching their schoolmate play the game.

The results indicated that players and watcher obtained better scores than the readers in terms of both short- and long-term vocabulary retention; the readers were the only group that cannot remember a significant number of words and the players showed the highest score.

The second study is named commercial-off-the-shelf games in the digital wilds and L2 learner vocabulary by Pia Sundqvist in the year 2019; the purpose of this work were to analyze the connection between playing commercial-off-the-shelf (COTS) games and L2 English vocabulary. Also, two vocabulary tests were used, the productive levels test and the vocabulary levels test.

The participants were divided in two groups: gamers and non-gamers. The sample A were in the final year of compulsory school, with ages between 15 and 16. In total there

were 528 were male and 541 were female. The sample B consisting of 16 students on the year nine; there were 12 girls and 4 boys.

Results showed a meaningful and positive correspondence between time played and test scores; also, examining the result of the test of the sample A and the sample B, the gamers showed more superior productive vocabulary and they could surpass the difficult words in the tests used.

Likewise, in Colombia the project My English Coach done by Jiménez and Ricaurte in the year 2012, presented positive findings. The purpose of this study was to determine the vocabulary acquisition through the video game My English Coach.

The participants were 14 students of eighth grade from the school Gimnasio Integral Moderno, between the ages of 13 to 16 years. There were applied two test, a pre-test and a port test, and it was developed eight sessions with the videogame. The results were positive since the students showed high proficiency in vocabulary knowledge.

To conclude, it can be said two things: first, video could be effective tool for learning vocabulary successfully, and second, there is needed for more research in this field for having a final appreciation.

Chapter III: Methodology

This chapter it will be showed the research paradigm, the type of research and the techniques and procedures for data analysis. Also it will be introduced the population chose in this project.

Paradigm

This project uses the quasi experimental paradigm which, according to Cook and Campbeil (1979) is used when:

“In most educational settings random assignment of students by the researcher is rarely possible and therefore researchers often have to resort to a 'quasi experimental design'. Quasi-experiments do not use random assignment to create the comparisons from which treatment-caused change is inferred” (as cited in Dornyei, 2012, p. 117).

So, this project uses the design quasi experimental since I will be dealing with intact group; that means students were already assigned at the beginning of the school year, and they will not assigned randomly.

Type of research

The type of research of this project is quantitative, due to the fact that its objective is to test the relationship between vocabulary acquisition and the use of the video game Bumpy Ride Home. According to Creswell (2009) quantitative research is:

“A means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (as cited in Creswell, 2011, p.22).

This project works with two variables, one dependent and the other independent. The dependent variable refers to the number of words that students learn under certain conditions, in this case, before playing the video game Bumpy Ride Home. The independent variable, on the other hand, is concerned with the implementation of the video game.

At the end of the treatment, the results of the pre and posttest will be compared to find out if there exists a statistically meaningful difference.

Context

The current study is conducted in the public school Institución Educativa Municipal San Juan Bosco, sede Maridiaz in Pasto. This institution has five grades at morning schedule, 13 teachers and a female population of 480 students proximately.

The mission of the institution is to provide the formal education with high human, academic and civic competences. Also, it is based in the preventive system, forming good and honest Christians as of active teaching, in communication with laics, state, family, and other groups of interest. The vision of the school is that towards the year 2020, it is projected as a visible work, significant and prolific through of the religious.

Population

The participants of the study consist of two groups of 35 students and another of 37 fifth grade students between the ages of 9 and 10 years proximately. The English level is basic and the English classes are held once a week, during two hours, on Wednesday from 8 AM to 10 AM.

The two groups were assigned to the researcher at the beginning of the school year, and as such they will be treated as intact groups.

Data recollection: Techniques and procedures for data analysis

A pre-test, a post-test and a T-test are used as instruments for this project. The pre-test will provide diagnostic information about the current vocabulary knowledge of the students, before the treatment; the post-test will supply information about the vocabulary knowledge after the use of the videogame. Also, the T-test will serve up for doing a final analysis between the results obtained from the post-test between both experimental and control group, and finally, it will be possible to determine if there is any significant difference between both. Also, the structure of the pre-test and the post test will be the same, just a little changes will be applied

The technique consists in using an experimental and control group; the control group will receive the instruction in the traditional way and the experimental group will play the videogame Bumpy Ride Home.

Administrative aspects

Schedule

Activities	2018-2019		2020			
	August-May	May-November	February	March-May	June	July-August
Elaboration of the project						
Elaboration of the video game						
Approaching to the study group						
Application of the Pre-test						
Application of the treatment						
Application of the post-test						
Analysis data						

Budget

Item	Costs
Videogame elaboration	Illustration \$400.000
	Interface design \$300.000
	Programming e interactivity \$500.000
Printing and photocopies	\$50.000
Total	\$1.250.000

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Appendix A: Pre-test

Universidad de Nariño
Facultad de Ciencias Humanas
Departamento de Lingüística e idiomas
Programa de Lengua Castellana e Ingles

Research project about the video game Bumpy Ride Home as a didactic strategy to learn English vocabulary

Objective: To identify the vocabulary knowledge of the students before the treatment.

1. Connect the picture with the correct word; Remember! There are more words that pictures:



**Blender / Pocket Watch / Spoon / Bag / Headphones / Lamp / Fork / Vase /
Carpet / Purse / Pliers / Mirror / Drill / Soap / Game Console / Hammer / Knife**

Appendix B: Post-test

Universidad de Nariño
Facultad de Ciencias Humanas
Departamento de Lingüística e idiomas
Programa de Lengua Castellana e Ingles

Research project about the video game Bumpy Ride Home as a didactic strategy to learn English vocabulary

Objective: To identify the vocabulary knowledge of the students after the use of the videogame Bumpy Ride Home.

1. Connect the picture with the correct word; Remember! There are more words than pictures.



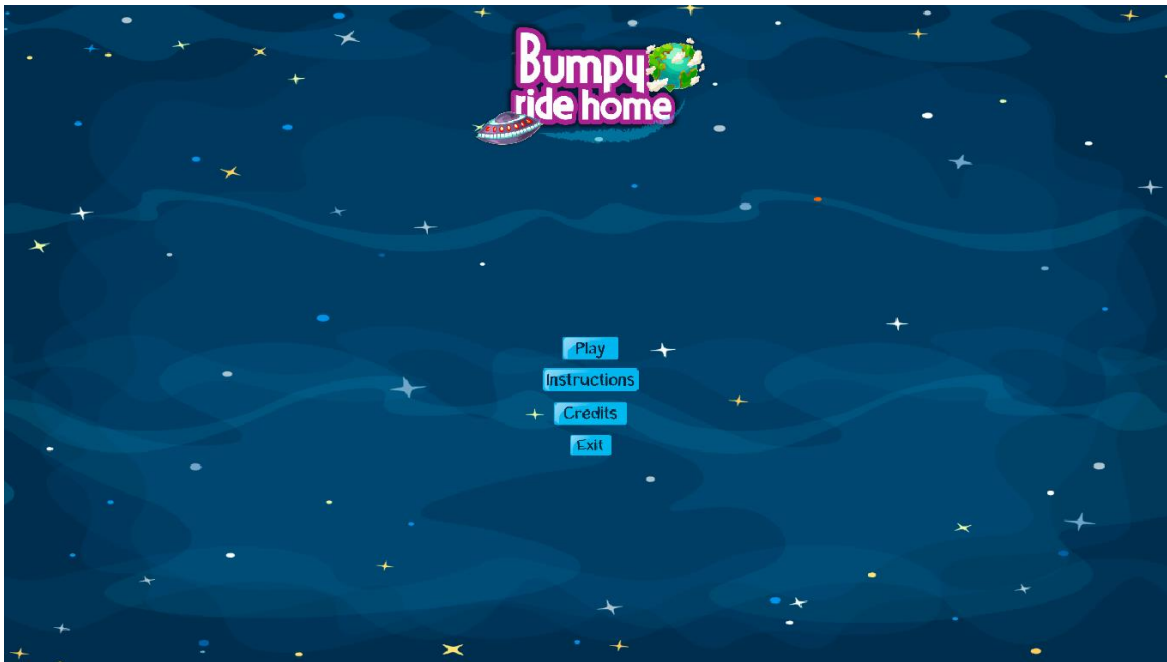
Blender / Pocket Watch / Spoon / Bag / Headphones / Lamp / Knife / Vase / Towel / Fork / Pliers / Mirror / Key / Painting / Digital Camera / Lawn mower / Game console

Appendix C: Screenshot of the video Game Bumpy Ride Home

Video introductory: It is the storytelling of the video game.



Menu



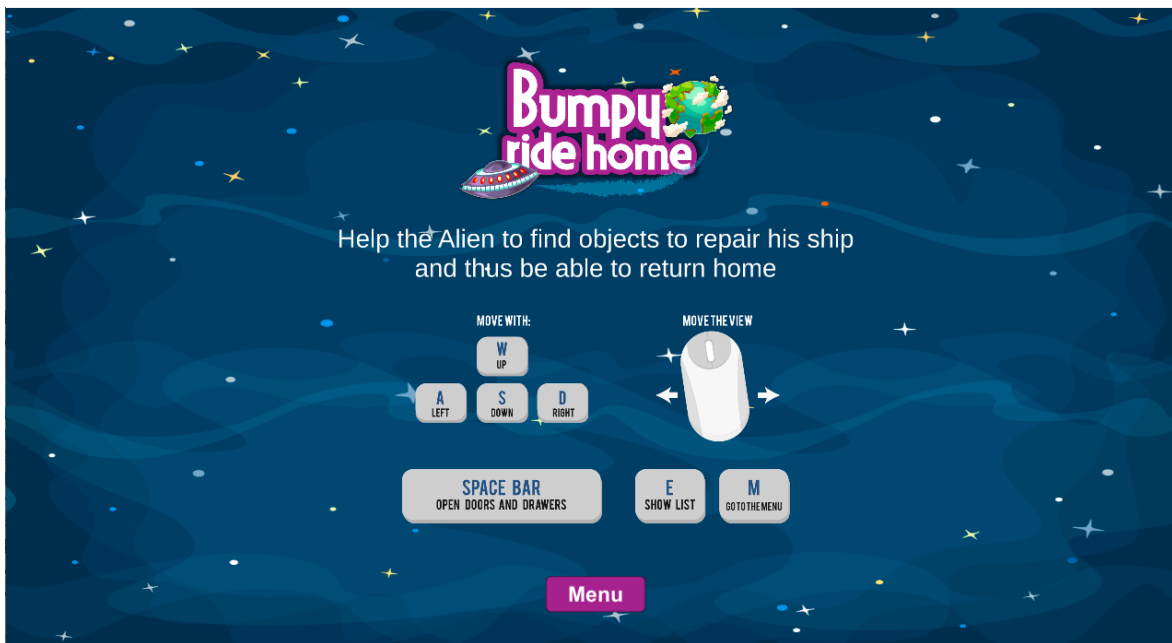
Text 1



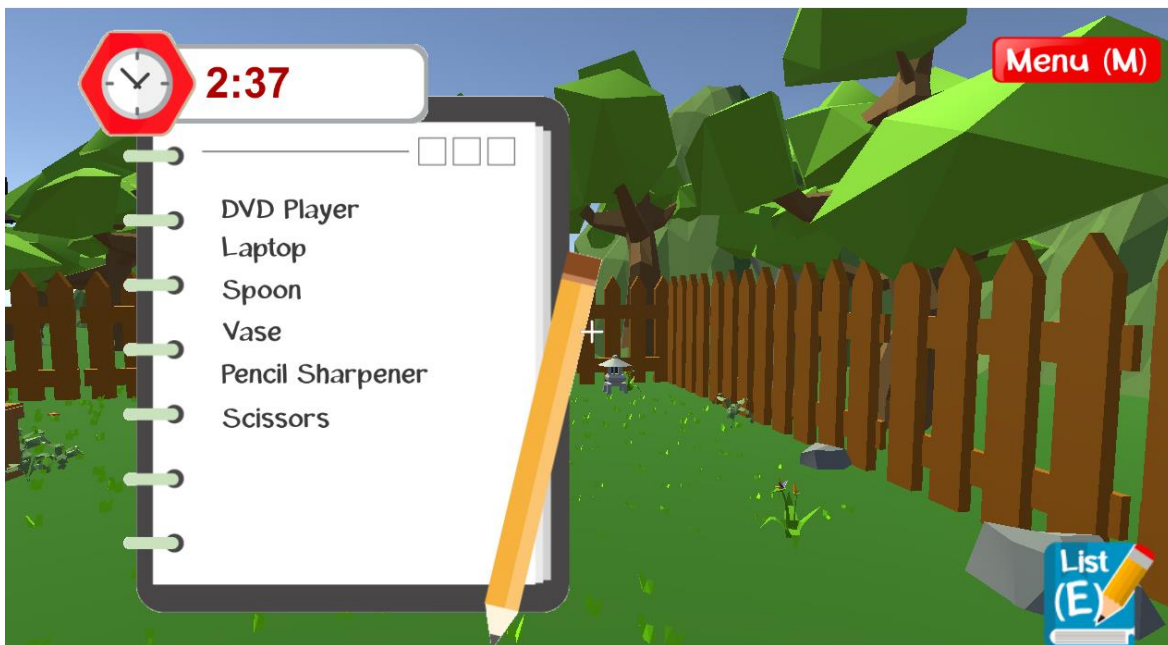
Text 2



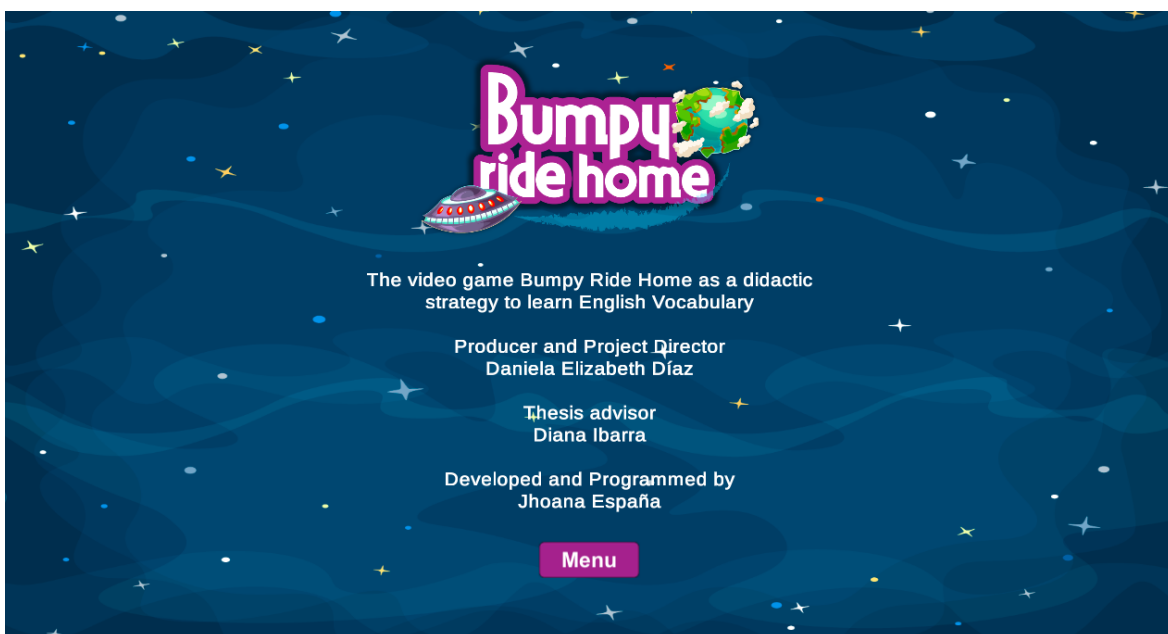
Instructions



Example of the list of items



Credits



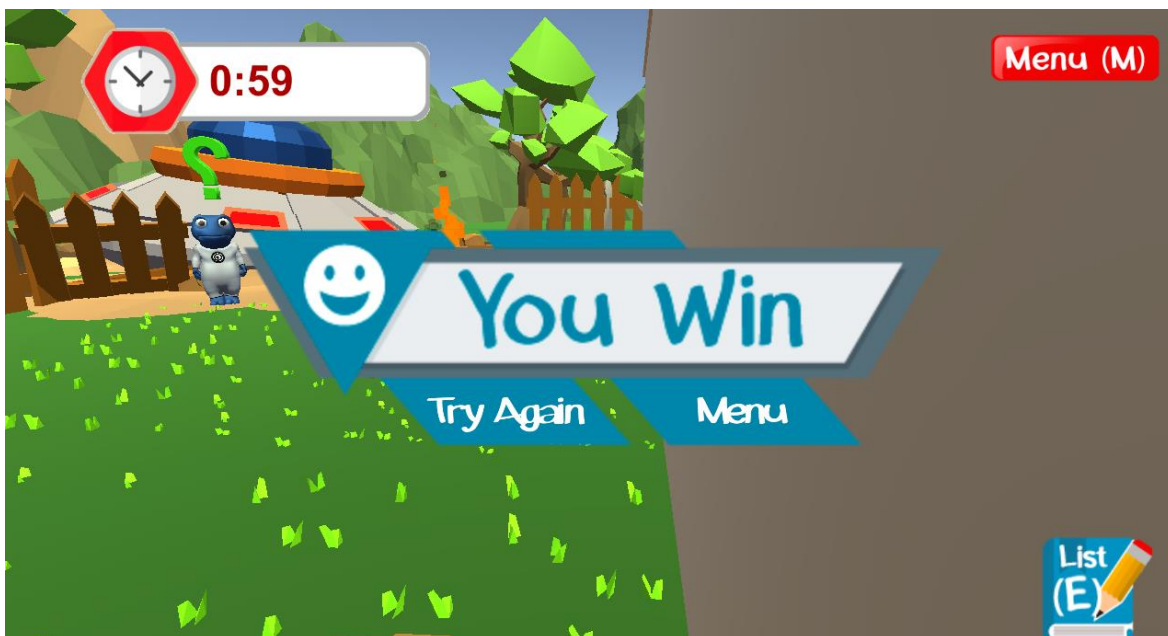
Overview

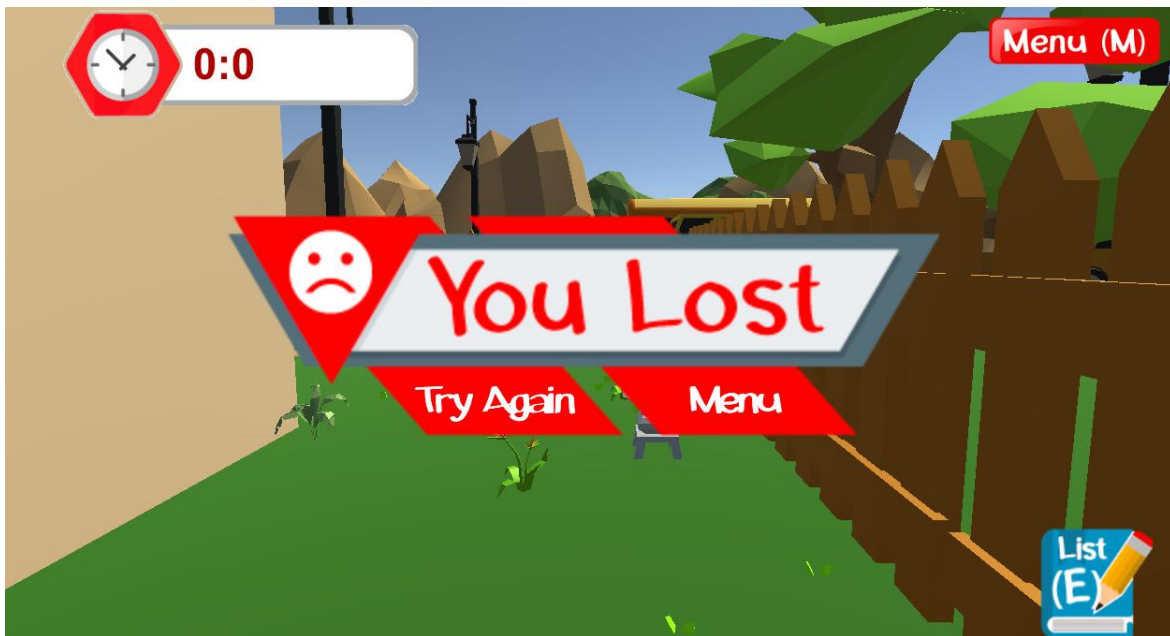












Appendix D: The 40 items in the video game Bumpy Ride Home

Bedroom

1. Headphones
2. Perfume bottle
3. Laptop
4. Guitar
5. Pocket watch
6. Bracelet
7. Blanket
8. Pencil sharpener

9. Bag

10. Purse

Kitchen

11. Microwave

12. Toaster

13. Wine

14. Blender

15. Kettle

16. Knife

17. Fork

18. Spoon

Living room

19. TV

20. Game console

21. Vase

22. DVD player

23. Painting

24. Carpet

25. Curtain

26. Digital camera

27. Lamp

Basement

28. Lawn mower

29. Radio

30. Bicycle

31. Key

32. Scissors

33. Hammer

34. Drill

35. Pliers

Bathroom

36. Mirror

37. Toothbrush

38. Toothpaste

39. Soap

40. Towel