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**Investigating the Role of Online Video Games in Enhancing EFL
Leamers' Speaking Abilities**

Case Study of Master One EFL Students at Chadli Bendjedid University of El Taref

Dissertation Submitted Impartial Fulfilment of the Requirements for the Master's Degree in
Didactics of English

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STATEMENT OF ORIGINAL AUTHORSHIP

We hereby declare that this research study entitled “*Investigating the Role of Online Video Games in Enhancing EFL Learners’ Speaking Abilities.*” supervised by Mr. W. FERACHE in the academic year (2022-2023), and submitted to the department of English at Chadli Bendjedid University, El-Tarf, impartial fulfilment of the requirements for the Master degree, has not been partially or fully published previously. The researchers are aware of the university’s policy towards plagiarism, that is why the work is original, and all information taken from other researchers is cited clearly.

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Three handwritten signatures in black ink are positioned to the right of the candidates' names. The top signature is a stylized, angular scribble. The middle signature is a more complex, multi-lined scribble. The bottom signature is a circular scribble with a horizontal line extending from its base.

DEDICATION

“I dedicate this research work to everyone who supported me through writing this dissertation.”

- **Boussaha Mohamed Islem**

“With genuine love, I dedicate this work to my lovely parents. Thank you for your endless love, patience and encouragement, especially my Mother for her prayers and her deep trust in me. To all those who love me.”

- **Bairi Lamya**

“I dedicate this work to my precious self, my Fathers’ soul, and all the beautiful people who supported me during my academic journey. To my dearest best friends Souhila Aggab and Oussama Jaaleb who believed in me and stood by my side during tough times. To my beloved family members and especially my step-sister Saliha who rooted for me to succeed. To my partners in this work Lamya Bairi and Islem Boussaha whom I shared with moments of hard work, patience, and success.”

- **Alioua Saida**

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LIST OF ACRONYMS AND ABBREVIATIONS

3D	Three dimensional
CD	Compact disc
EFL	English as a foreign language
ESL	English as a second language
ELL	English language learners
FPS	First-person shooter
GBL	Game-based Learning
MMO/MMORPG	Massively multiplayer online role-playing game
MOBA	Multiplayer online battle arena
OVG	Online video games
PES	Pro Evolution Soccer
RPG	Role-play games
TPS	Third person shooter
UFC	Ultimate fighting champion
WWE	World wrestling entertainment

ABSTRACT

In today's digital era, online video games have become a popular form of entertainment and education, especially in the field of language learning. However, the potential of online video games as a learning tool for improving speaking abilities has not been fully recognized and promoted in Algerian universities. Thus, this dissertation aims to investigate the potential of online video games in enhancing the speaking abilities of English as a Foreign Language (EFL) learners. It seeks to discover answers to the research questions and to confirm or deny the research hypotheses through a descriptive study. The participants of this study were 30 Master One students at the English department at Chadli Bendjedid University in El Tarf, who were questioned through a questionnaire. The fieldwork was carried out using the survey and case study methods in collecting data. The research findings showed that not all EFL learners at Chadli Bendjedid use video games for educational purposes. Yet, most of them have given their positive attitudes towards the implementation of online video games to develop learners' oral proficiency. The findings also showed that the majority of online video game genres are effective in improving speaking abilities and most of the results show that students agree that playing online video games improved their speaking abilities (vocabulary, pronunciation, grammar, fluency, and comprehension). The study concludes by stating some recommendations for teachers to facilitate the process of improving students speaking and to make the important changes to achieve that.

Keywords: Online Video Games, English Foreign Language (EFL) Learners, The Speaking Abilities, Video Games Genres, Oral Proficiency.

ملخص

في العصر الرقمي الحالي، أصبحت ألعاب الفيديو عبر الإنترنت شائعة كشكل من أشكال الترفيه والتعليم، خاصة في مجال تعلم اللغات. ومع ذلك، لم يتم الاعتراف بالكامل بإمكانية ألعاب الفيديو عبر الإنترنت كأداة تعليمية لتحسين مهارات التحدث في الجامعات الجزائرية و تعزيزها. ولذلك تهدف هذه الدراسة إلى استكشاف إمكانية ألعاب الفيديو عبر الإنترنت في تعزيز مهارات التحدث باللغة الإنجليزية كلغة أجنبية. هذه الدراسة تسعى إلى إيجاد إجابات عن الأسئلة وتأكيد أو نفي الفرضيات من خلال دراسة وصفية. لقد تم استخدام استبيان للتحقق من آراء 30 طالبًا في مرحلة الماجستير 1 في قسم اللغة الإنجليزية في جامعة الشاذلي بن جديد بالطارف. وتم جمع البيانات باستخدام طرق الإستطلاع و دراسة الحالة. أظهرت نتائج الدراسة أنه ليس جميع متعلمي اللغة الإنجليزية في جامعة الشاذلي بن جديد يستخدمون الألعاب الفيديو لأغراضها التعليمية. لكن معظمهم أبدى نظرة إيجابية تجاه استخدام ألعاب الفيديو عبر الإنترنت لتطوير مهارات المتعلمين للتحدث. كشفت النتائج أيضًا أن غالبية أنواع ألعاب الفيديو عبر الإنترنت فعّالة في تحسين الكفاءة اللفظية. وتظهر معظم النتائج أن الطلاب يتفوقون على أن لعب ألعاب الفيديو عبر الإنترنت قد حسّنت قدراتهم اللفظية (المفردات، النطق، القواعد النحوية، الإنسيابية، والفهم). تختتم الدراسة ببعض التوصيات للمعلمين لتسهيل عملية تحسين التحدث لدى الطلاب وإحداث التغييرات الهامة لتحقيق ذلك.

كلمات مفتاحية: ألعاب الفيديو عبر الأنترن، متعلمي الإنجليزية كلغة أجنبية، مهارات التحدث، أنواع ألعاب الفيديو، الكفاءة اللفظية.

Chapter One

General Introduction

Introduction

English is the most commonly spoken language worldwide and is utilized in different areas like business, science, entertainment, and education. Hence, there is a growing need for people to learn it as a foreign language. Among the toughest parts of learning English as a foreign language (EFL) is speaking, since it requires the creation of coherent and meaningful phrases on the spot, which can be a struggle for many learners. Moreover, limited practice time and opportunities can hinder students' development in speaking English both inside and outside the classroom. Therefore, educators and researchers are constantly exploring new methods that can help learners improve their speaking abilities. In recent years, the use of technology in language learning has gained significant attention, particularly in the area of second language acquisition. One of the most popular technologies in language learning is online video games, which offer an interactive and engaging way for learners to practice their language skills. With the widespread availability and accessibility of online video games, there has been a growing interest in investigating their potential impact on EFL learners' speaking abilities.

Overall, the use of online video games in EFL learning is a promising area that warrants further investigation. By exploring the potential benefits of online video games in EFL learning, this research can contribute to this area by investigating the use of online video games in enhancing EFL learners speaking abilities and helping educators make informed decisions about the use of technology in the classroom.

1. Statement of the Problem

Despite the popularity of online video games among EFL learners and their potential to enhance speaking abilities, many Algerian universities including Chadli Bendjedid University do not help promote the benefits that online video games have on enhancing pronunciation, grammar, fluency, and vocabulary. In addition, most teachers discourage students from playing video games and fail to see their potential in learning due to stigmatizing video games, focusing only on the negatives, and ignoring the evidence while holding onto opinions and beliefs.

2. Aims of the Study

The study aims to explore the potential benefits of online video games for language learning and to contribute to the growing body of research on the use of digital technologies for language education. This study may also help inform ELF teachers about the positive impact of online video games and the development of more effective language learning tools and strategies.

3. Significance of the Study

This study is significant for:

Students: Incorporating online video games into language learning can benefit students in a variety of ways, including enhancing their speaking skills, creating an enjoyable and engaging learning environment, and making language learning more accessible and convenient.

Teachers: This study offers useful information to teachers about the potential advantages of online video games for language learning. Teachers can diversify their teaching strategies, offer a fun and productive learning experience, and help their students'

speaking skills by incorporating video games into their lesson plans.

Researchers: This study is helpful for those who are interested in exploring how online video games improve EFL learners speaking abilities. It offers a basis for further investigation into this subject. Researchers can continue expanding on what they already know with this information and advance the study of language learning and technology.

4. Research Questions

This study was mainly conducted to find answers to these questions:

Q1. Do EFL learners play online video games for educational purposes ?

Q2. Which genres of online video games are the most efficacious in improving the speaking abilities of EFL learners?

Q3. What speaking ability do online video games boost the most?

5. Research Hypotheses

Based on the questions provided, we hypothesize that:

H1. No, EFL learners do not play OVGs for educational purposes.

H2. Online role-playing games (MMORPGs), such as World of Warcraft and Final Fantasy, are the most efficacious in improving the speaking abilities of EFL learners.

H3. Online video games improves vocabulary.

6. Methodology

A qualitative research study was conducted in the Department of English at Chadli Bendjedid University in El Taref, which utilized both survey and case study methods. The

research involved 30 students, and they were asked to complete a questionnaire containing 10 questions. These questions were designed to gauge the students' perceptions of online video games could enhance their speaking abilities and provide insight into the research questions.

7. Organization of Study

The current study is composed of four chapters, the first chapter is to introduce the topic, covering its background, statement of the problem, research questions, hypotheses, as well as the research design. Additionally, the organization of the study and its limitations are presented. The second chapter, is entirely dedicated to the literature review, aiming to provide an in-depth understanding of the relationship between speaking skill and video games. The third chapter is devoted to the methodology and data analysis adopted in this research. It presents the research design and analysis of the data gathered from the students. The fourth chapter provides a detailed discussion of the findings, along with recommendations and suggestions. Lastly, the study concludes with a general summary of the study's main findings and ideas for potential future research.

8. Limitations of the Study

While we were able to attain several remarkable findings at the end of our investigation, it is apparent that we encountered certain obstacles that hindered our progress to a certain extent. The first limitation was time constraints, we had to delay our dissertation as we were occupied with classes and exams during the first semester. The second limitation was the complete absence of dissertations and resources in the university library, which lead us to not use anything from it. The third limitation was the small number of students due to absences and that only gamers were needed in the study.

Chapter Two

Literature Review

Introduction

The purpose of this literature review is to provide a comprehensive overview of the current research on the positive impact of online video games (OVGs) on speaking abilities. It defines the speaking skill and goes through its components, types, and advantages, as well as focusing on communicative competence. In addition to going through some speaking difficulties of EFL learners, along with providing some activities to enhance the speaking skill, it also explains why it is important to teach speaking. As for online video games, this chapter goes through the history of OVGs, defines them, and gives some of their genres. Moreover, it sheds light on the benefits of OVGs and the concept of game-based learning. Finally, it displays the positive influence of online video games on speaking skill.

1.1. Defining the Speaking Skill

Speaking is a major skill for an English foreign language learner to master and use for interaction and communication. To have more information on this skill, multiple scholars came up with some definitions.

Gumperz (1999) explained his viewpoint of speaking pragmatically. He said “Speaking is cooperatively constructed which is based on contributions, assumptions, expectations, and interpretations of the participant's utterances” (p.101). In other words, speaking is a way to communicate using words that are based on the ideas that are being shared. Moreover, speaking can be considered as the creation of meaningful syllables to convey information in a given language (Widdowson, 1978).

According to Hedge (2000), speaking is defined as “a skill by which they [people] are judged while first impressions are being formed” (p.216). Therefore, speaking is not just

producing the language but also determining impressions, ideas, and opinions. Speaking is also an act of creating and communicating meaning using verbal and non-verbal cues in different contexts (Chaney & Burke, 1998).

Thornbury (2005) emphasized Chaney and Burke's idea by saying:

Speaking takes many forms. At times it is informal, unrehearsed, and non-public, as when the groups are talking together to plan their writing. At other times it is more formal, rehearsed, and public, as when the groups present their campaign to the class. (P.121)

Consequently, the process of speaking can be a formal or informal collaboration between two or more people, in a common time and context to exchange ideas, information, or feelings.

Speaking is not a simple skill, but a very complex one, especially for EFL learners. It needs effort and a lot of practice to make progress. Luama (2004) confirmed that by saying "Speaking in a foreign language is very difficult and competence in speaking takes a long time to develop" (p.1).

1.2. The Speaking Abilities

According to Harris (1974), five elements are recognized in the analysis of the speech process, They are pronunciation, grammar, vocabulary, fluency, and comprehension

1.2.1. Pronunciation. Harris (1974), points out that English pronunciation involves the production of consonants and vowels and accenting the syllable(s) in the correct and appropriate places. Hence, the quality of speaking is linked with the ability to produce every word by using proper pronunciation. Fraser (2000) remarks that "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas." (p.7). Therefore, a speaker who is

good at his pronunciation is intelligible despite his errors in the other speaking sub-skills such as vocabulary, grammar, and pragmatics. However, a speaker with poor pronunciation will get misunderstood.

1.2.2. Grammar. The achievement of the speaking ability is indicated by how a speaker can put together a coherent sentence while speaking. According to Thornbury (1999), Grammar can be defined as the study of the way sentences are constructed, both in terms of the syntax and morphology of words. This can include studying how words are chained together, as well as what kinds of words can fit into any given position in a sentence. Hughes (as cited in Belhabib, 2015), illustrates Grammar accuracy as the ability to use grammatical structures in appropriate ways and situations, including controlling the length and complexity of speech (p.15).

1.2.3. Vocabulary. Students who often have difficulty expressing themselves lack vocabulary, they incorrectly use words that do not have the same meaning in all contexts, such as in the case of synonyms, Therefore, students must be able to use words and phrases accurately. Thornbury (2005) states, “spoken language also has a relatively high proportion of words and expression” (p,22). This indicates that having limitations in vocabulary can affect students’ participation in speaking activities. For that reason, learning foreign languages require great knowledge of their vocabulary.

1.2.4. Fluency. The main goal EFL learners seek to achieve is oral fluency, it is the main element of the speaker’s performance. According to Nation (1991), fluency is the ability to communicate purposefully without much hesitation and unnecessary pauses that might cause barriers or incidents in communication. In addition, Richard and Schmidt (2010) describe fluency as “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions” (p.222). Accordingly, fluency is mainly reflected in two

aspects: speed of delivery and regularity; i.e. the number of pauses and their normal distribution.

1.2.5. Comprehension. To improve students' speaking ability, comprehension is one of the many elements that learners need to pay attention to. It is the ability to fully understand and be familiar with a situation or fact. Hornby (1995), confirmed that comprehension as the power of understanding, which is a practice aimed at improving or testing language understanding (written or spoken).

1.3. Types of Speaking

There are a few fundamental types of speaking. According to Brown (2004), there are five types of speaking that can help learners improve their speaking ability. These types are imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking.

1.3.1. Imitative speaking. It is the ability to repeat or "parrot" words, phrases, or even sentences. Such repetition involves various features of language such as grammar, lexicons are included in the criterion performance

1.3.2. Intensive speaking. It is a language learning technique that involves focused practice on speaking skills. According to Brown (2007), It often involves focused, organized speaking practice to enhance fluency, accuracy, and confidence when speaking the target language.

1.3.3. Responsive speaking. Based on Nunan (2004), responsive speaking centers on teaching students how to have genuine, two-way discussions with others to improve their capacity to communicate successfully in everyday life. For example:

A. Hey, How are you doing today?

B. I'm doing well, and you?

1.3.4. Interactive speaking. The distinction between responsive and interactive discourse is based on the duration and intricacy of the exchange, which encompasses numerous back-and-forth responses and involves several individuals. Interaction has two forms: transactional language, used for the exchange of specific information, and interpersonal exchange, used to maintain social relationships.

1.3.5. Extensive speaking. This type of speaking includes oral production, oral presentation, and storytelling, it improves students' understanding and the language used in this type of speaking should be formal and understandable.

1.4. Advantages of the Speaking Skill

Sometimes to achieve our goals in this world, we have to communicate our thoughts and ideas with people all over the globe. In this competitive world, every English language learner wishes to develop their speaking abilities. Moreover, the majority of employment decisions are based on people's communication abilities, particularly their speaking abilities. Interviewers also acknowledge the individuals' talent for speaking fluently within a brief time. The employees who can demonstrate their speaking abilities efficiently will be holding positions of honor in their profession. Additionally, these speaking abilities help professionals advance in their careers. They can give brief and adequate talks if they regularly practice these abilities. Also, they help people feel more confident with themselves and develop their capacity for judgment and problem-solving. The students can also grow solid business ties with their fellow partners and build effective networks in the business world. Furthermore, EFLs perform better in job interviews, giving them a better opportunity to succeed in their career transitions. They can also try to progress in their careers and have good relationships with their coworkers. As a result, speaking abilities are crucial for improving an English language learner's general proficiency performance.

Even though there are four other language skills in English, speaking skills may be the most useful among them because speech is the primary form of contact. Speaking is therefore the most crucial form of dialogue. We can't deny that mastering all of the skills is necessary to become a well-rounded communicator, but the capacity of speaking skilfully offers a variety of benefits in different aspects such as in communication, business promotion, and employment (Malavika & Muthu Krishnan, 2021, p.3).

People can to use their native language efficiently would also use their target language fluently and precisely if they are engaging and spending time within likewise communities, gaining a positive impact from it.

1.5. The Communicative Competence in Oral Communication

Communicative competence (CC) is the capacity to achieve a communicative goal in a socially suitable way. According to Canale and Swain (1980), communicative competence is divided up into four components which are grammatical, sociolinguistic, discourse, and strategic competence.

1.5.1. Grammatical competence. The person can use language in a grammatically correct way. It includes knowledge of the rules of grammar, syntax, vocabulary, and punctuation. Some of the specific competencies involved in grammatical competence include Morphological competence, which is the ability to recognize and use the grammatical forms of words, including inflectional endings, prefixes, and suffixes. Syntactic competence is the ability to form grammatically correct sentences, including knowledge of word order, sentence structure, and the use of conjunctions. Semantic competence is the ability to use words and phrases in a way that conveys meaning accurately. Pragmatic competence is the ability to use language appropriately in different social situations and to understand the intended meaning

of others.

1.5.2. Sociolinguistic competence. Sociolinguistic competence refers to a person's ability to use language appropriately and effectively in different social and cultural contexts. It involves knowledge of the social norms, cultural values, and expectations that influence language use in different situations, as well as the ability to adjust one's language use accordingly. Sociolinguistic competence includes understanding different varieties of language, such as dialects, accents, and registers, and knowing when to use them appropriately in different social contexts. It also involves understanding the appropriate use of language for different social functions, such as greeting, thanking, and apologizing.

1.5.3. Discourse competence. This competence is the capacity to use language successfully in longer stretches of communication, such as conversations, debates, or presentations. It entails understanding the linguistic and social characteristics that distinguish various types of discourse, as well as the ability to employ appropriate discourse strategies to accomplish communicative goals. Knowledge of the structure and organization of discourse, such as how to start, sustain, and end conversations, how to structure an argument, and how to use cohesive devices to link ideas together, constitutes discourse competence. It also necessitates familiarity with the social norms and expectations that shape discourse, such as turn-taking rules, politeness tactics, and cultural variations in communication styles.

1.5.4. Strategic competence. Strategic competence refers to a person's ability to use language strategically to achieve communication goals in a given context. It involves knowing how to use appropriate communication strategies to overcome communication difficulties, such as ambiguity, vagueness, or lack of knowledge on a particular topic. Strategic competence may also include nonverbal communication, such as body language and tone of voice, which can convey meaning and affect communication outcomes. Overall,

strategic competence is an important skill for successful communication in a variety of settings, including social, academic, and professional contexts.

1.6. EFL Speaking Difficulties

Speaking English as a foreign language learner is a very challenging task, especially when compared to other skills such as writing, listening, and reading. Most EFL learners face difficulty while speaking English. Ur (2000), attributes these difficulties and obstacles to the following factors:

1.6.1. Inhibition. Inhibition can be thought of as a set of psychological barriers that affect the learners' speaking performance. Some factors can trigger inhibition such as shyness, fear of making mistakes, and anxiety. These factors are closely related to negative aspects of speaking ability. In this perspective, Ur (2000), confirmed that "Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts" (p. 121). Therefore, the fear of making mistakes, being shy, or being anxious is one of the main problems that hinder students' improvement of their speaking skills. Furthermore, learners who have anxiety face a lot of difficulties in their journey of learning the language, language anxiety refers to learners' experiencing feelings of tension and fear in the classroom (Harry & Gray, 2006).

1.6.2. Nothing to say. Usually, when teachers force their students to participate, the issue of nothing to say shows up. This technique puts students in situations where the only thing they are left with is saying: "I have no idea" or "I don't know". These expressions might be caused by either lack of vocabulary (which is a common problem among EFL students) or the absence of motivation. Babu (2010), remarks that a lack of motivation might make students unwilling or reluctant to speak English in the classroom. He said that motivating

students to speak English is half the battle. Therefore, teachers should be able to figure out ways to motivate their students toward speaking in the classroom.

1.6.3. Low or uneven participation. Some students tend to dominate and take other students' turn to speak, while others might choose to remain silent or are quiet, they are unsure of whether what they say is accurate or not. Since discussions in the classroom are mostly ruled by a small group of talkative students contributions are not distributed fairly.

1.6.4. Mother-tongue use. In classes, where students share the same mother tongue they tend to use it more often Among each other especially during group work activities, as they feel comfortable and free when talking in their language. As a consequence, students will not be able to develop in their target language and produce it precisely if they are mostly using their native language.

1.7. Communicative Activities

They are the type of activities that enable the learners to interact with their classmates or with people outside the classroom. Communicative activities are divided into two types: classroom communicative activities and communicative activities outside the classroom.

1.7.1 Classroom communicative activities. Kayi (2006) states that various classroom communicative activities promote the learners' oral proficiency, such as:

1.7.1.1. Classroom discussions. Discussions can be held after a lesson that is content-based. In their conversation groups, the students might seek to draw a conclusion, exchange viewpoints on a situation, or identify problems. The teacher must establish the goal of the discussion exercise before the discussion. So that students don't waste time chatting about things that aren't important. Discussions can be held in small groups, this activity supports critical thinking and help the students to express their ideas and opinions politely.

1.7.1.2. Roleplays. Role-playing is another way to motivate students to speak. Students act out different roles and social situations. During role-playing exercises, Each student takes on a specific character, with unique traits, motivations, and personalities. They then interact with each other, responding to the story's events and developing the plot.

1.7.1.3. Simulations. Although role-plays and simulations are very similar, simulations vary from role-plays due to their greater level of complexity. Students can bring things to class during simulations to create a realistic setting. For instance, if a student is playing the role of a vocalist, she might bring a microphone and perform. Role play and simulations are very beneficial learning and communication techniques. They motivate the students to talk. Also, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because, in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

1.7.1.4 Storytelling. In this activity, students may tell their classmates their stories or a story they know previously. Telling stories encourages creative thinking. Additionally, it assists students in expressing ideas at the beginning, middle, and conclusion of a story.

1.7.1.5 Story completion. In this exercise, students are given a partial story and are asked to complete it by adding their own ideas and details. This technique is used to help students practice their speaking skills by encouraging them to use their creativity and imagination.

1.7.2. Communicative activities outside of the classroom. There are many communicative activities that students can engage in outside the classroom to improve their speaking skills.

1.7.2.1. Social media platforms. Different social media applications such as Facebook, Twitter, Instagram, YouTube, Skype...etc. can be very useful interactive tools that enable English language learners to interact with native speakers through texts, voice messages, video calls, and so on. Social media talks can boost learners' communicative skills and language knowledge.

1.7.2.2. Online and offline digital video games. Shliakhovchuk (2019) states that digital video games give different opportunities to develop oral proficiency. Offline video games, for example, help learners get the clear pronunciation of utterances through the repetition of what the characters say in the game. While online video games provide servers to join; these servers contain real people to talk with from all over the world. This improves speaking skills and may create intercultural interaction (as cited in Hamdini & Nour, 2020, p. 26).

1.7.2.3. Movies and songs. Watching movies and listening to songs can improve EFL learners' language skills. Watching English movies with subtitles helps the students to pay attention to the language structure and form, which enables them later to use the language properly in real-life situations. Also, listening to songs and reading the lyrics can be very useful in acquiring new vocabulary, because the lyrical repetition of the songs is the key to memorizing the words.

1.8. The Importance of Teaching the Speaking Skill

Kayi (2006) mentioned that despite the significance of teaching speaking, it has been undervalued by English language instructors, who have instead focused on having students repeat drills or memorize dialogues. The objective of speaking instruction should be instead helping students to become better communicators because only through improved communication skills students will be able to articulate themselves and learn the social and

cultural norms that apply to each communicative situation.

To succeed in teaching speaking in a second language teachers have to show their students how to create English speech patterns and sounds, how to use the second language's rhythm, intonation rhythms, words, and sentence structure, how to arrange their ideas in a meaningful and rational flow depending on the appropriate social setting, audience, circumstance, and topic, how to use language to communicate their beliefs and opinions, and how to use the language fluently, swiftly, and with few awkward pauses.

Linguists and ESL teachers agreed that students learn how to speak a second language through communication. Through employing the technique of communicative language teaching and group work, Students in ESL classes will be able to interact with one another in the target language. In short, ESL teachers should establish a classroom setting where oral language development is encouraged through authentic activities, real-world communication, and meaningful tasks. This can happen when students work together in groups to complete tasks and achieve goals. Many communicative activities such as role-play, discussions, simulation, brainstorming, storytelling, and story completion can contribute to achieving the ultimate goal. After all, the learner's success in school and success later in life are both influenced by their ability to communicate effectively in a second language.

1.9. Introduction to Online Video Games

Online video games are a type of video game that is played over the internet. Players can connect and compete with each other from anywhere in the world, making it a popular form of entertainment and socialization. Crawford, Gosling, and Light (2011) noted that:

Online games, i.e. games (and most typically what we would term 'video games') played on or over an Internet connection, have, in a relatively short period, become a

significant cultural phenomenon. The most obvious, and frequently discussed, examples of this being the large number of massively multiplayer online role playing games (frequently abbreviated to MMORPGS or MMOs), which attract player communities larger than the population of many small- to medium-sized countries. (p.3)

The gaming industry has surpassed the film and music industries in terms of revenue, making it one of the largest entertainment industries in the world. With the increasing popularity and advertisement of online games through streaming services like Twitch and worldwide competitions like Esports tournaments, in addition to the growing demand for virtual and augmented reality gaming experiences, it is expected that the gaming industry will continue to grow in the coming years.

1.10. History of Online Video Games

The invention of online games started with the making of the first high-performance computers, as well as the internet. Online games were created to test computers as they were being constructed. Dyson (2020) states that electronic gaming took off with the introduction of online services and the launch of MegaWars, a Star Trek-inspired game, it first played cooperatively on mainframe terminals at the University of Texas before being released by CompuServe in 1982. Playing this game opened up new doors however, players cared more about making friends and developing a community that share similar interests than the gameplay itself online, frequently ones who shared interests that their real-life acquaintances had little interest in. Thus, the Savvy game developers realized that and developed the MMORPG game Nevermind Nights. They made the crucial decision that player interaction through chatting was just as significant as other gameplay elements, and as a result, they reduced some features, such as further enhanced graphics to improve the chat.

Technology advanced rapidly after that, in the first few years of the 1990s CDs were introduced as a new way to store games providing an increased capacity for video games. In addition, consoles started joining computers as another medium focused entirely on gaming, a few consoles were developed during this time such as The NEC TurboGrafx (1992), Playstation 1 (1994), SNK Neo Geo CD (1994), Nintendo 64 (1996). Online gaming flourished on consoles when Xbox Live was launched in 2002 by Microsoft, games like Unreal Championship and MechAssault were wildly popular.

In recent years, almost everybody can play online games since there are multiple ways to play (Computers, Xbox, Playstation, Nintendo, Smart Phones). People are lucky today that they can content themselves just by being at home and chatting with people from all over the world and playing together at the same time through online games.

1.11. Definition of Online Video Games

The term “online video game” must first be deconstructed into two parts to define the terms properly. First is ‘online’ which means any activity that is made using the internet. Meanwhile, ‘video games’ is referred to as “An electronic game that can be played on a computing device, such as a personal computer, gaming console or mobile phone” (Clement, 2022). Altogether, online video games are “any type of game that someone can play through the Internet or over a computer network. Most of the time, it refers to video games played over the Internet, where multiple players are in different locations across the world” (Schurman, 2023).

1.12. Genres of Online Video Games

As Dodge (2022) describes video game genres as the different types of video games that fall under the same gameplay and gameplay mechanics. The majority of video game

genres also have sub-genres that help classify them into more specific groups.

1.12.1. Action games. Action games are video games that involve a player-controlled character engaging in various actions, such as combat, hand-eye coordination, and reaction time, in a virtual environment with other players or computer-controlled enemies. Due to its broad definition, the term is now more often reserved for video games that place a heavy emphasis only on movement and combat. Some subgenres of action games include first-person shooters (FPS), such as Call of Duty or Counter-Strike, third-person shooters (TPS), namely Gears of War or Max Payne, and fighting games, like Street Fighter or Mortal Kombat. In online action games, players often compete against each other in teams or individually, to defeat opponents, capturing objectives, or completing missions.

1.12.2. Adventure games. Adventure games are the “find your way around the unknown world, pick up objects and solve puzzles” (Prensky, 2001, p.20). This genre of games emphasizes exploration and puzzle-solving in a narrative-driven environment with less focus on combat. These games typically involve the player taking on the role of a protagonist who must navigate through a fictional world, interact with other characters, and solve puzzles to progress through the game story. Some subgenres of adventure games are point-and-click games, such as Loom or the Myst series, and open-world exploration games, like Stray. Many online adventure games also incorporate social elements, such as allowing players to collaborate or compete with each other, share clues or hints, or discuss the game storyline and puzzles with a community of other players.

1.12.3. Role-play games. Role-play games (RPGs) are defined simply as “a term that covers a series of forms and styles of games that involve, in some way, the creation, representation, and progression of characters who interact in a fictional world under a system of structured rules” (Arenas, Viduani & Araujo, 2022, p.285). This type of game typically

involves quests and storylines that players can follow, with the ability to customize their character's appearance, skills, and abilities or develop their character based on their progress in the story. The main subgenres of RPGs are Action RPGs like Final Fantasy or Genshin Impact or Legend of Zelda, massive multiplayer RPGs such as World of Warcraft or Lost Ark, and sandbox RPGs like Minecraft or Roblox. Some online RPGs also offer social features including guilds, chat rooms, and in-game events, which allow players to socialize and collaborate with other players.

1.12.4. Simulation games. Simulation games simulate real-life scenarios or situations, allowing players to experience a virtual world and engage in various activities within that world. These types of games often include various features such as multiplayer modes, which allow players to interact and collaborate. Some simulation games also feature in-game economies and social systems, where players can trade virtual goods and communicate with each other. According to Ruohomaki (1995) :

Learning and education is the most common application area of simulation games. Their use as an educational tool seems to be expanding. Simulation games have been applied to educational purposes in many fields, like social research, public policy, urban planning, health education, economics, business and management (usually called business and management games), and production (called production games). (p.13)

Subgenres of simulation games consist of Construction and management simulation like SimCity buildIt or Skyscraper Construction Sim 3D, life simulation such as The Sims or Animal Crossing: New Horizons, and job simulation, for example, Farming Simulator or Flight Simulator.

1.12.5. Strategy games. Strategy games offer a challenging and immersive

experience that can help players develop their strategic thinking, decision-making, and problem-solving skills. According to Gabbiadini and Greitemeyer (2017) “ They offer a challenging and immersive experience that can help players develop their strategic thinking, decision-making, and problem-solving skills” (p.129). These games usually involve building and managing virtual resources, such as armies, cities, and civilizations, to overcome challenges and defeat opponents. Subgenres of strategy games include Auto battle games such as Auto Chess or Dota Underlords, multiplayer online battle arena (MOBA) games like League of Legends or Arena of Valor, and tower defense games such as Plants vs Zombies, Dungeon Warfare 2.

1.12.6. Sports games. A sports game simply is “A video game based on actions and activities associated with the world of sport” (Merchant, 2015, p. 316). These types of games simulate different sports and allow players to compete against each other or the computer. In addition, players can often customize their teams, players, and equipment to suit their preferences. They can also choose from different game modes, such as exhibition matches, career mode, and championships. Subgenres of sports games are Team sports such as Pro Evolution Soccer (PES), Racing sports like Need for Speed or Forza Horizon 5, sport based fighting games such as WWE or EA Sports UFC.

1.12.7. Puzzle games. Wolf (2001) defines puzzle games as the following: Games in which the primary conflict is not so much between the player-character and other characters, but rather the figuring out of a solution, which often involves solving enigmas, navigation, learning how to use different tools, and manipulating or reconfiguring of objects. (p.129).

Puzzle games are a fun and engaging way to exercise your brain and improve your problem-solving skills while having fun. It also encourages players to collaborate and share ideas to solve different puzzles and tasks together. Subgenres of puzzle games include Trivia

games such as Trivia Crack or QuizUp and logic games like Angry Birds or Candy Crush.

1.12.8. Idle games. Idle games, also known as incremental games or clicker games, are a type of video game where the player's involvement is minimal, and the game progresses even when the player is not actively playing. Alharthi, Alsaedi, Toups, Tanenbaum, and Hammer say that "unlike other types of games, idle games are — by design — less focused on the choices players make, but how those choices unfold over time" (p.8). Some subgenres of idle games are Party games like AmongUs or Mario Party Superstars, board games such as Domino Dreams or Solitaire, and Educational games namely Elevate or Lingokids.

1.13. Benefits of Online Video Games

Online video games have become a popular form of entertainment and are enjoyed by millions of people around the world and of all ages. While some may view them as a waste of time or a negative influence on youth, research has shown that there are many benefits to playing video games, Granic et al. (2014) categorized the benefits of playing video games into four main domains: Cognitive, motivational, emotional, and social.

1.13.1. Cognitive benefits. Researchers Eichenbaum, Bavelier, and Green (2014) conducted a study and found evidence of the lasting positive effects of video games on basic mental processes such as perception, attention, memory, and decision-making. Their research focused mainly on testing with action games, and two methods were used: correlational and experimental. In a correlational study, people who regularly play video games are compared to similarly sized individuals who don't play them on some sort of perceptual or cognitive test. The findings of this research are that on any test, players perform better than non-players. This doesn't prove that playing video games leads to better performance because those who choose to do so already may have strong cognitive and perceptual faculties. The best evidence that playing video games enhances these skills comes from studies where all of

the participants are initially non-gamers and some, but not all, are then asked to play a specific video game for a specific amount of time each day for a specific number of days. These studies typically show that participants who play the video game perform better on tests of fundamental cognitive and perceptual skills than participants in the control group.

A study by Li, Polat, Makous, and Bavelier (2009) showed that playing action video games improved visual contrast sensitivity (the ability to distinguish subtle differences in shades of gray). Similarly, Chiappe, Conger, Liao, Caldwell, and Vu (2013) found out that playing action video games for 50 hours significantly increased test-taker performance on the Multi-Attribute Task Battery, a test that mimics the abilities needed to fly an airplane. It entails using a joystick to maintain a target's centering on a screen, keeping track of fuel levels, reacting to lights on an instrument panel, and listening for and responding to radio transmissions. High test scores have a strong correlation with effective piloting in the real world. The ability to switch quickly and without making mistakes between tasks that have competing demands has been shown to improve as a result of playing action video games according to many researchers (Anderson, Bavelier, & Green, 2010; Green & Bavelier, 2012). Numerous studies involving elders have shown that playing video games can enhance the ability to perform tests of perceptual, attentional, and cognitive abilities (Allaire et al. 2013; Wolinsky, Weg, Howren, Jones, & Dotson, 2013).

1.13.2. Motivational benefits. According to Rich (2020), Video games typically start with simple challenges that introduce the player to the virtual world and the game's mechanics, giving them support for overcoming challenges in the form of new character abilities (e. g. increased agility, more potent weapons, increased intelligence), or gain access to brand-new game features. To feel satisfied for accomplishing something previously unattainable, each level challenges you to keep trying to accomplish something that is just out of your reach. Failure is also not seen as a reason to give up, but rather as information

gathered that can lead to ultimate success. Video games also provide feedback and rewards to players (coins, points, new features ...) for their efforts in completing certain challenges, this increases their motivation to work hard to get even better rewards.

1.13.3. Emotional benefits. Playing video games improves mood and has long-lasting effects, whether used to relax or socialize with friends online or in person. Thus if playing games makes people happier, this seems to be a fundamentally emotional benefit to take into consideration. A study by Király et al. (2015) found that gamers who have high levels of distress tend to play video games as a coping mechanism and to reduce levels of anxiety and stress. Another study by Pearce et al. (2022) interviewed families about playing *Animal Crossing: New Horizons* during the tough times of the pandemic, the results were that these families used the game to cope and allow time to lessen the stress from the pandemic.

1.13.4. Social benefits. As indicated by Lenhart et al. (2008) it is a myth that a gamer is portrayed as a lonesome person who prefers to spend time alone playing video games instead of hanging out with friends. Their study showed that gamers of all levels of activity are equally communicative and socially active. According to surveys done by Entertainment Software Association (2022), it is shown that 83% think games introduce new friendships and relationships, and 88% of players say video games can bring together different types of people (individuals of different cultures, races, ages, political affiliations, etc.), and 86% say that video games can help build teamwork and collaboration skills. Playing video games fosters interpersonal relationships. It gives gamers a common interest to discuss and can bring together people who might not otherwise have much in common.

1.14. Game-based Learning

According to Thomas (2021), The use of video games in the classroom is not a novel phenomenon. Many people who attended school from the 70s to the 90s will remember the iconic computer game The Oregon Trail, which first appeared in a classroom in 1971. After that, various other educational games were out such as Where in the World Is Carmen Sandiego?, Math Blaster!, Zoombinis, iCivics, DragonBox Algebra, and History Maker VR are among the most famous games.

Coller and Shernoff (2009) say that:

What distinguishes the game from other common educational media such as books or videos is the degree of interactivity. Video games require their 'players' to respond to events occurring in a simulated world. The players' actions then affect the way that the simulation unfolds. (p.308)

Game-based learning (GBL), as the name suggests, is “a strategy that uses the idea of a playing game to reach specific learning objectives, whether they belong to knowledge, skills, or attitudes” (Falciani, 2022).

As Raj, Donald, Patil, Manjula, and Swarnalatha (2002) declare that nowadays, rote learning and lecture-based teaching approaches are being replaced with games. As video games take over classrooms and are implemented in many countries, the entire educational landscape is undergoing an iconoclastic transformation. The main benefit of games in the classroom is that everyone in the class participates equally and completely. Games show children that failures and little setbacks are common in life and that no one can consistently win. The movement, noise, and laughter that make the classroom lively are other distinguishing characteristics. These elements can even encourage students to emerge from

the protective shells they have been living in due to timidity and shyness for a variety of reasons. The learners' interest in what comes next is also captivated.

The integration of GBL in courses has sparked the interest of multiple researchers, Collier and Shernoff (2009) found out that “students experience more intellectual intensity, intrinsic motivation, positive effect, and overall student engagement when completing homework withNIU-Torcs in the numerical methods course compared with homework completion in other engineering courses. They also reported feeling more creative and less worried” (p.315). According to Din and Calao (2001), learning improved when games were included in the curriculum. Similarly, Jackson and McNamara (2013) declared that:

The game-based version of training was preferred significantly more than the traditional tutoring system. The results from the post-test survey indicate that students perceived both systems to be equally helpful and easy to use but that the game-based system was significantly more motivating and enjoyable. (p.1048)

Fuster-Guillo et al. (2019) found that the implementation of Kahoot in theory courses was successful. The majority of students expressed a positive attitude and view of learning (56% believed that it reinforces what has been learned and 48% believed that it greatly motivates learning).

All of this evidence further indicates that students have positive responses to the integration of GBL into the classroom and curriculum and that it is an effective approach to motivate them in their learning.

1.15. The Influence of Online Video Games on EFL Learner's Speaking Skills

Ever since English became the world's common language and a regular means of communication. One of the main influences that pushed people to learn and speak English is

video games. Online video games have quickly evolved into a social environment with opportunities for interaction which makes it beneficial for EFL learners who also enjoy playing online video games. For instance, Albaqami (2022) says that MMORPG games can be helpful online platforms for continuing education, generating large benefits for players. MMORPGs create entertaining learning environments to keep players engaged at home while learning and remaining sociable. MMORPGs offer numerous benefits for foreign language acquisition, including repetitions. They enable users to hear the same words repeatedly in an unconscious attractive and efficient manner. Da Silva (2014) states that “Video games allow the player to perform a wide range of actions, and not only mechanical actions such as defeating enemies, overcoming challenges and solving puzzles. They also provide opportunities to engage in linguistic action and community development” (p.161).

In addition, according to Rudis and Poštić (2018), most games have either extensive internal lore or a variety of systems that interact within the bigger gameplay systems. Both of these factors drive players to various communication platforms to discuss the game or figure out how to get past a difficult stage, which facilitates language use. Another aspect of communication is the reliance of certain games on numerous players. This has the advantage of allowing players to communicate immediately, which is particularly useful in teamwork-focused games like tactical first-person shooters. These activities necessitate not only quick reflexes and tactical thinking but also effective communication and verbal coordination with other participants.

Conclusion

In conclusion, this chapter reviewed the importance of the speaking skill and compelled evidence of how influential online video games can be on this skill both in the classroom and outside. The impact online video games can provide an immersive and engaging environment for EFL learners to practice and improve their speaking abilities. While more research is needed to fully understand the extent of online video games' impact on speaking abilities, the existing literature suggests that they have the potential to revolutionize language learning and teaching in the digital age.

Chapter Three

Methodology and Data Analysis

Introduction

This chapter provides details of the examination done to help answer the research questions and to see the students' attitudes towards the benefits of online video games in enhancing their speaking abilities. It is divided into two sections. The first section describes the research design, location, participants, and the instrument used to gather the data. Moreover, the second section is devoted to the analysis of the quantitative data that has been gathered using the tool mentioned before.

Section one

2.1. Research Design

This research used both the survey and the case study methods and used a qualitative tool. The reason for using both of these methods was to select a group of students who are familiar with playing video games. A questionnaire was distributed to gather information about EFL learners' familiarity with video games using the survey method, then only a smaller number of students were selected based on who plays video games using the case study method to gain a more detailed understanding of the experiences and perceptions of students about the topic.

2.2. Research Location

This research was conducted in a regular classroom in the Department of English at Chadli Bendjdid University - El-Taref, in Eastern Algeria. The location was selected to provide an ideal setting for the population used.

2.3. Sample Population

The sample targeted in this research was Master One students in the English department of Chadli Bendjedid University. The total students was 48 but only 30 students answered the questionnaire due to absences. Out of 30 students, only 22 of them were gamers and they were selected when analyzing the data. The answers were carefully analyzed with no consideration of gender or age, which reinforces the credibility of the study.

2.4. Data Gathering Tools

This study aims to explore the students' perception of the use of online video games to boost their speaking abilities and to test the hypotheses through numerical analysis. Therefore, the quantitative method was chosen. The data-gathering tool used was a questionnaire that consisted of 10 questions. The questions were mostly close-ended questions such as binary questions which limit the student to answer with yes/no, multiple response questions which let the student choose more than one answer from the provided list of answers, and a rating scale question in which the students rate a set of statements from "strongly agree" to "strongly disagree". The questionnaire was divided into two sections. The first section of the questionnaire consists of general questions about the students' familiarity with online video games. The second section is concerned with online video games and speaking abilities, it focused on the speaking difficulties of EFL learners and if they think that video games are a helpful tool for the improvement of their speaking ability as a whole and which genre of video games are the best for them, in addition to having the students rate up some statements about the relation of each speaking ability to video games.

Section Two

2.5. Analysis of Student's Questionnaire

Section One. Question 1: Do you play online video games?

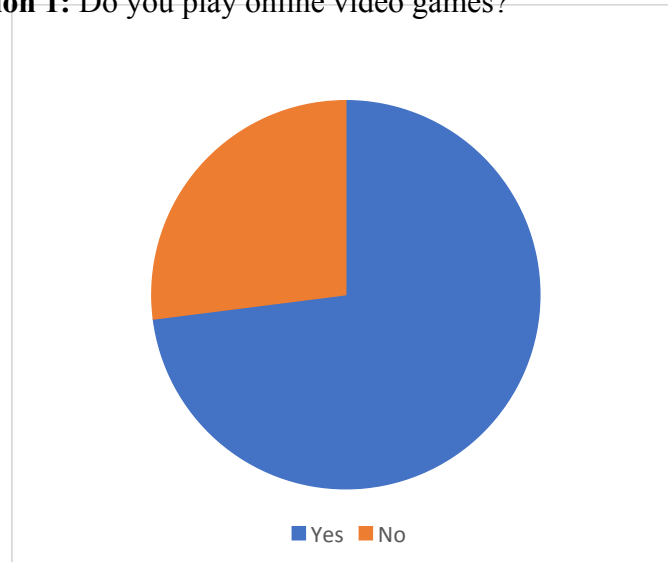


Figure 1. EFL learners' familiarity with playing online video games

Figure 1 shows that the majority of students (73%) are gamers which indicates how big of an impact video games have on students of various backgrounds as a form of media with multiple purposes.

Question 2: If yes, how often do you play?

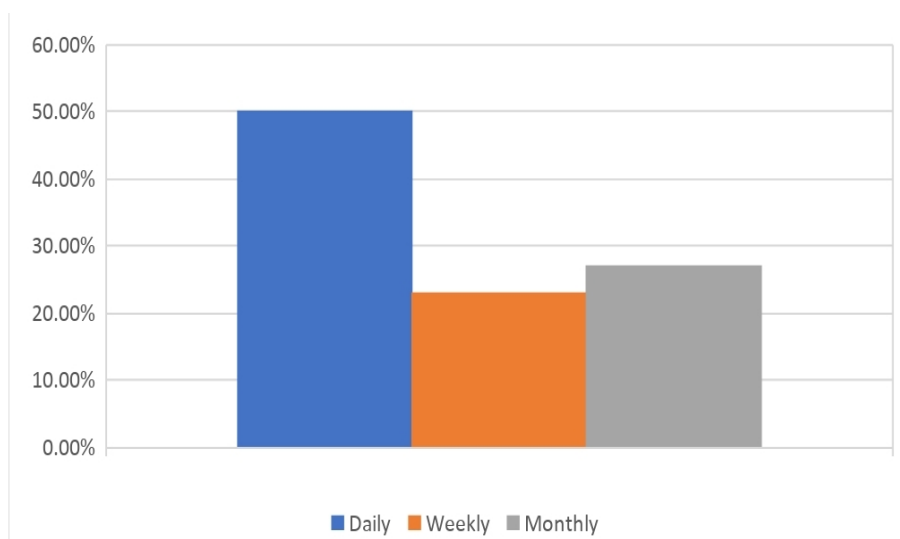


Figure 2. EFL learners' frequency of playing video games

The data displayed in figure 2 points out that half of the students play online video games daily which shows how integrated video games are in most of the students' daily lives.

Question 3: What genre of video games do you prefer? (You can select more than one)

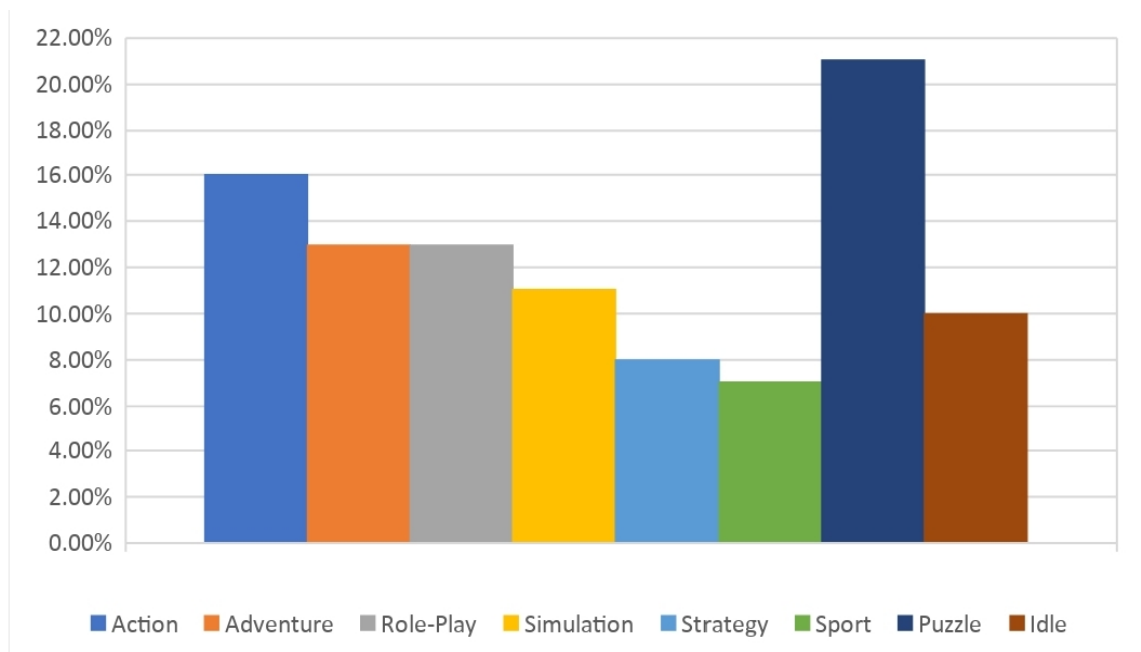


Figure 3. EFL learners' video game genre preferences

In figure 3 the data shows a balance in the preferences of the genres of video games. Video games are evolving and becoming more sophisticated, offering a wider range of gameplay experiences and genres that can appeal to different types of players.

Question 4: Why do you play video games? (You can select more than one answer)

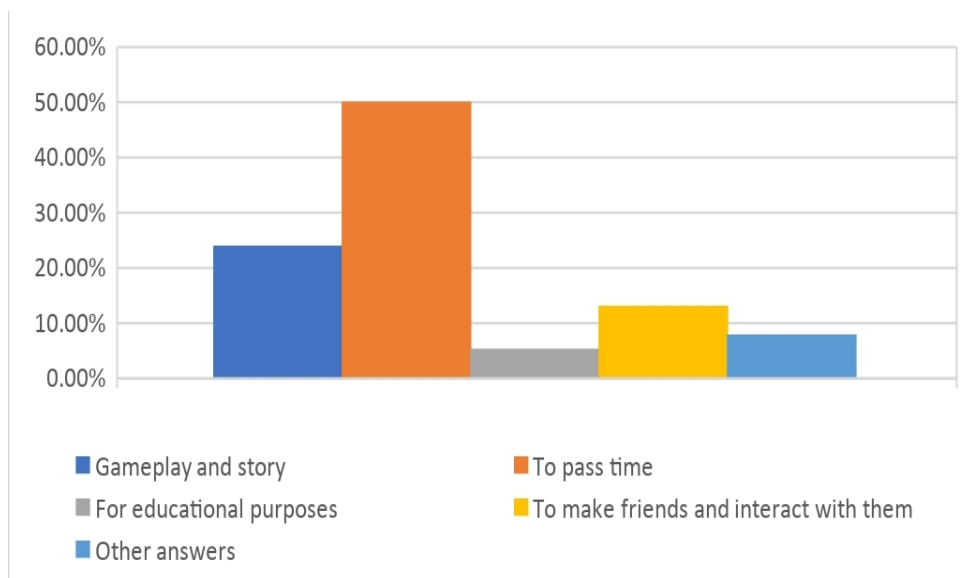


Figure 4. The reasons behind student’s engagement with video games

The other answers from figure 4 include Entertainment, fun and enjoyment, and loving video games. From this figure, it can be seen that half of the students play to pass time, and only a very few use it as a way to learn something new.

Question 5: Do you use English to talk and interact with other players?

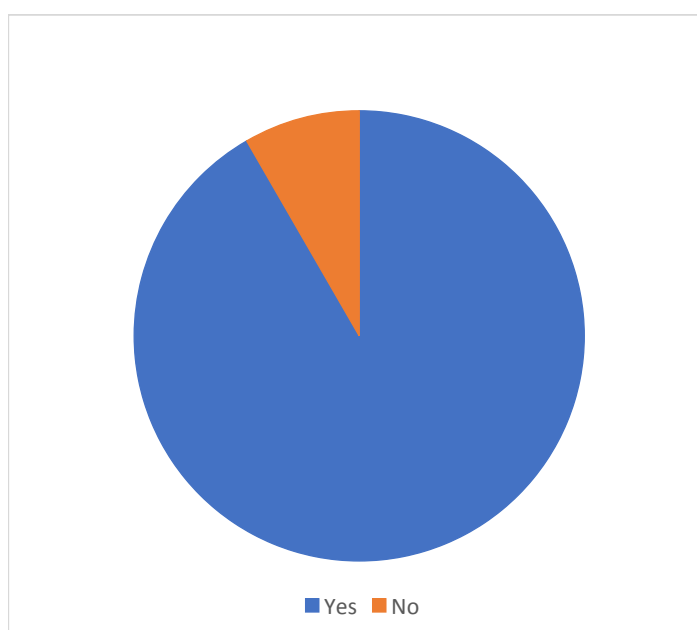


Figure 5. EFL learners use English to interact with other players

Figure 5 shows that a large portion of students (91%) use English to communicate with other gamers as English is a universal language of communication and video games provide EFL learners with an immersive and interactive environment to use this language freely.

Section Two

Question 1: How do you rate your level as an English speaker?

Table 1.

Students' English speaking skill level

Options	%
Poor	0%
Average	50%
Good	5%
Excellent	13%

From table 1 half of the students were neutral with their way of answering this question as 50% of them went with the average option.

Question 2: What speaking difficulties do you have (you can select more than one answer)

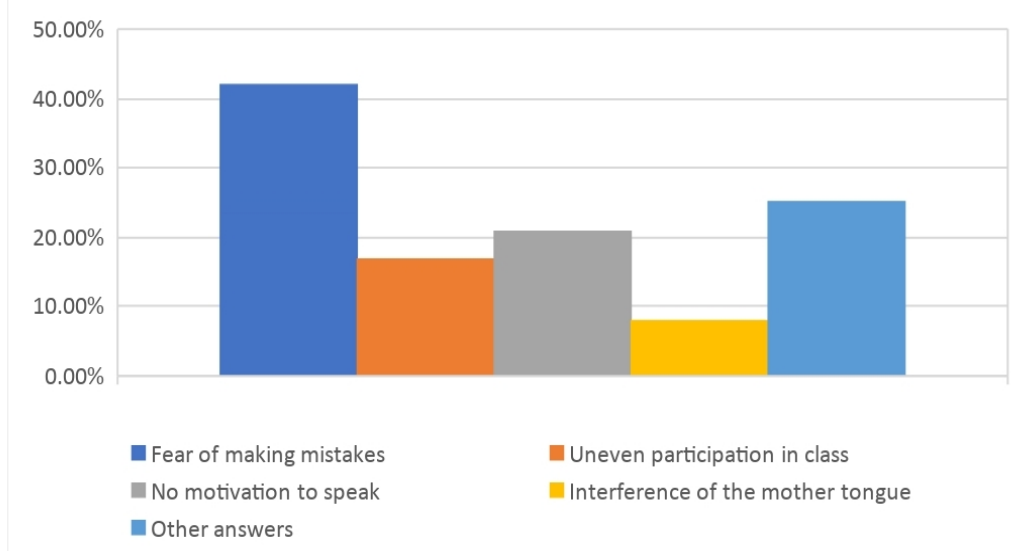


Figure 6. EFL learners' English speaking difficulties

Figure 6 shows varying answers as the fear of making mistakes is the most chosen option (42%). The other answers students wrote were: Anxiety, medical problem, lack of vocabulary, and not having any difficulty.

Question 3: Do you think that playing video games helps in enhancing your speaking abilities?

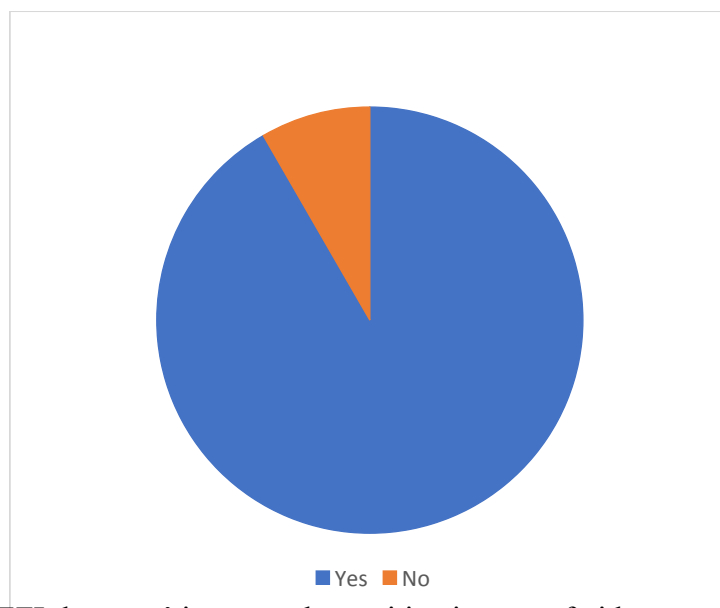


Figure 7. EFL learners' input on the positive impact of video games on speaking abilities

The results in figure 7 show that the majority of students (91%) claim that video games help in enhancing their speaking abilities and are aware of the benefits of video games in the educational field.

Question 4: If yes, what genres do you think are the most effective in enhancing speaking abilities? (you can select more than one answer).

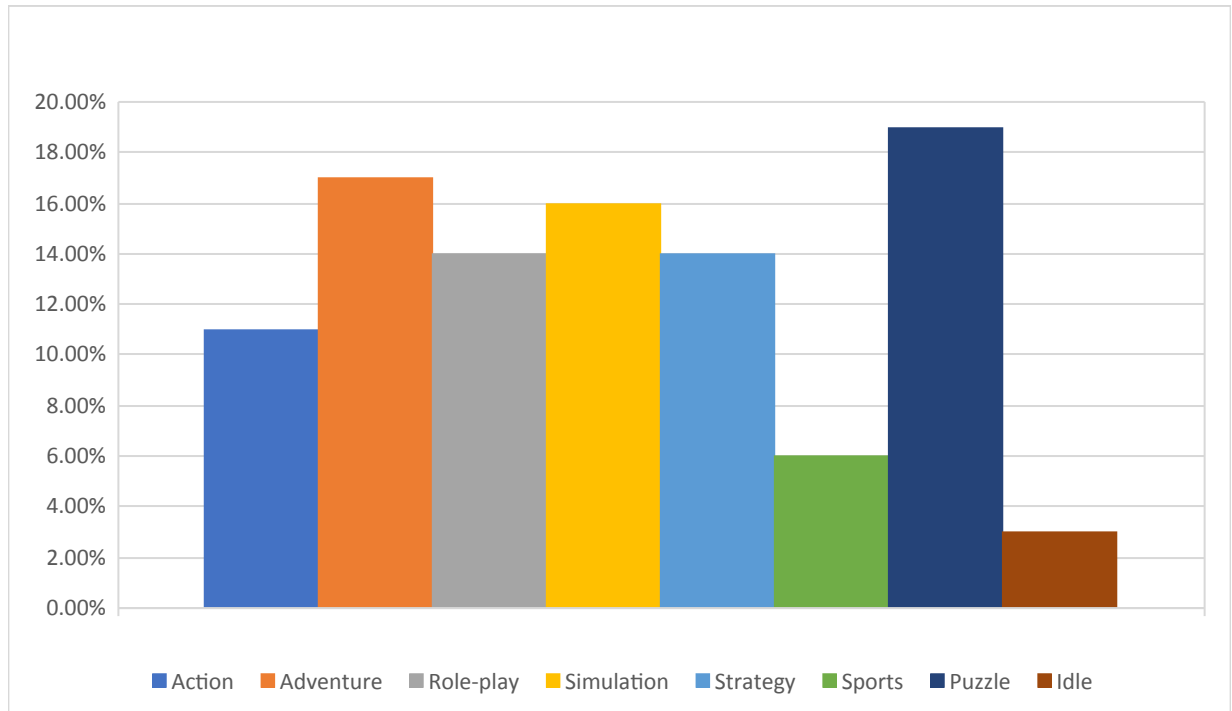


Figure 8. Most effective video game genres in enhancing speaking abilities according to EFL learners

Here in figure 8, there's a balance between all genres except for sport and idle games ranking last.

Question 5: Rate these statements.

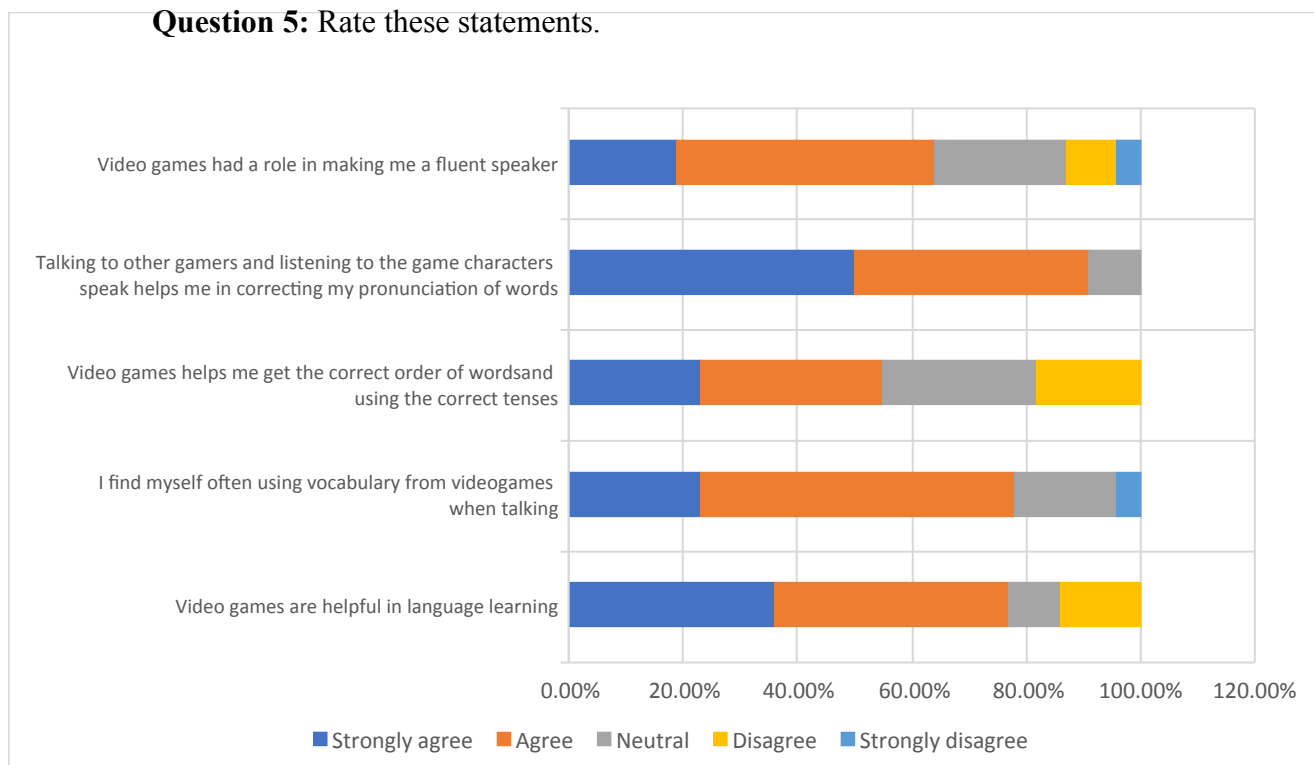


Figure 9. EFL learners rating for different statements about the relationship between video games and speaking abilities

The majority of the ratings from figure 9 range from strongly agree to neutral with a few being rated disagree and strongly disagree.

Conclusion

In this chapter, we focused on the practical aspect of our research, where we examined how students perceive the use of online video games to enhance their speaking abilities. We also discussed the research design, including the location, population, data collection tool, and data analysis process through the questionnaire responses from master one EFL students. The next chapter will discuss the findings of our research and offer recommendations.

Chapter Four

Discussion and Recommendations

Introduction

In light of the previous results, this final chapter deals with the interpretation of the results and discusses the hypotheses that have been made. In addition, this chapter provides some recommendations and guidelines concerning the integration of online video games in EFL teaching courses at Chadli Bendjedid University to improve learners speaking abilities.

3.1. Discussion

After the analysis gathered from the questionnaire, the majority of EFL students at Chadli Bendjedid University are everyday gamers, which demonstrates how much of presence video games have in student's daily lives. Furthermore, These players take enjoyment in a variety of genres, demonstrating how well video games attract these students and can offer a fun environment for learning.

These students, who primarily described themselves as average English speakers, use this language to communicate with other gamers, which is always an advantageous finding because it gives EFL students the chance to converse with native speakers and learn from them regarding pronunciation, new vocabulary, and grammar usage, all of which help them become more fluent. This is proven by the fact that many students believe that playing video games enhanced their ability to communicate.

As for the first hypothesis, we assumed that the majority of students who play video games do not engage in them for educational purposes. The findings of this research work prove that this hypothesis is true. The majority of students at Chadli Bendjedid University play video games to pass the time and for gameplay and story. However, this does not mean

that they do not learn by playing, as EFL learners agreed that playing video games has helped them improve their speaking abilities due to indirect exposure to English and interacting with other players.

The second hypothesis was that online role-playing games (MMORPGs), such as World of Warcraft and Final Fantasy, are the most efficacious in improving the speaking abilities of EFL learners. This is proved to be false as multiple genres have a positive impact on EFL learners speaking abilities which are action, adventure, role-play, simulation, strategy, and puzzle games. This shows a variety of genres that can be beneficial to students speaking abilities as students and teachers will not have to stick with one genre which can lead to boredom.

Finally, The last hypothesis was that online video games improve vocabulary since players are always exposed to new vocabulary by the various stories video games include. This hypothesis is also false, as most EFL learners strongly agree that video games not only improve their vocabulary but pronunciation as well due to communicating with other players and listening to dialogues between the game characters. Students also agree that video games helped them become fluent speakers, grasp new vocabulary, learn and comprehend the language. Meanwhile, students somewhat agree that video games improved their grammar.

Overall, EFL learners responded positively about how video games helped them in language learning as they provide an opportunity to practice their speaking skills in a low-stress environment, where learners can experiment with new words and expressions without fear of being judged or making mistakes

3.2 Recommendations

3.2.1. Use of technology in classroom. In recent years, the use of technology in the classroom has grown in popularity as more educators have come to understand the many advantages it can offer to teachers as well as learners. By incorporating technology into lessons, teachers can provide students with a range of multimedia resources such as video games that can lead to improved learning outcomes and better academic performance, as well as not being too tiring for the teachers to do everything themselves.

3.2.2. Use of game-based learning. This research has shown that video games can have many educational benefits, particularly when it comes to improving students' speaking abilities. A more collaborative learning environment can be achieved by integrating online video games into the curriculum. Traditional classroom activities are sometimes boring and uninteresting to students, which can result in poor performance. Teachers can make learning more engaging by introducing online video games into lesson plans. This will keep students interested and motivated. Many online video games have voice chat features that allow players to communicate with each other in real-time, this can help enhance students speaking abilities.

3.3.3. Suggested classroom activities using online video games.

3.3.3.1. *Interaction of languages.* Pair up students with an English native speaker. They can converse in the target language while playing a game, which improves their speaking abilities. Any multiplayer game that encourages players to interact a lot is beneficial here, such as League of Legends, Minecraft, Roblox, and Fortnite.

3.3.3.2. *Commenting on a video game.* Show the learners a video game story and discuss the game's language, the motivations of the characters, and its themes as a class while

you analyze a video game. Students can learn about narrative structure and character development while also honing their speaking and critical thinking abilities through this activity.

3.3.3.3. *Debating about video games.* Let two or a group of students pick a video game that they like, and let students present opposing views on a topic related to the game's mechanics or content. Students can learn persuasive speaking and debate skills while talking about their favorite video game.

3.3.3.4. *Game-based assessment.* Use a game-based assessment that pushes students to use their knowledge in a game-like setting. For example, oral teachers can create game-based assessments that encourage students to explore virtual worlds and interact with virtual characters in the target language. Students are expected to demonstrate their language skills in a more engaging way than traditional exams.

Conclusion

In this chapter, we discussed and interpreted the results from student's opinions about how online video games can enhance their speaking abilities. After that, we provided some suggestions on how to integrate online video games into the classroom for better learning.

General Conclusion

This present study seeks to investigate the role of using online video games (OVGs) in boosting master one EFL learners' speaking abilities at Chadli Bendjedid University, as well as exploring their attitude towards playing video games for educational purposes. Many researchers have already discussed the potential of considering video games as a reliable source of learning and a useful tool to develop speaking abilities. A lot of teachers seem to ignore the benefits of playing OVGs and focus only on the negative effects. However, there is no denying that OVGs can help enhance pronunciation, fluency grammar, vocabulary, and comprehension. Thus, a questionnaire was directed to master one EFL learners at Chadli Bendjedid University in the 2022/2023 academic year, the survey and case study methods were adopted to reinforce the research results and to confirm or deny the put forward hypotheses and the data gathered from the questionnaire was quantitatively analyzed.

The results obtained from the analyzed data revealed that most EFL learners at Chadli Bendjedid University are everyday gamers, which explains how video games significantly influence students' daily lives. The findings also showed that not all EFL learners play video games for educational purposes, most of them only use them to have fun and pass the time. However, most of them agreed that video games have helped develop their speaking abilities indirectly. The results also proved that most if not all online video game genres are effective in improving speaking skills. Moreover, the study confirmed that video games has a big influence on developing student's vocabulary, pronunciation, grammar, fluency, comprehension, and overall speaking performance.

Eventually, some practical recommendations were provided for teachers to make the necessary changes and to facilitate the process of learning and mastering speaking English at

Chadli Bendjdid University. The results of this study were limited by time, therefore, further studies on this topic can be discussed from different perspectives in the future.

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Appendices



CHADLI BENDJEDID UNIVERSITY
Faculty of Letters and Languages

Master 02 Dissertation Questionnaire

Dear Students,

This questionnaire, which consist of 10 questions would help us know students attitude and experience towards the role of online video games in enhancing EFL learners speaking abilities. You may cross/tick the box corresponding to your answer. Your response would be personal and anonymous as no names would be attached. Thank you for your time and contribution into this study.

Section One : Students familiarity with video games

➤ Q1. Do you play video games ?

- Yes No

➤ Q2. If yes, how often do you play ?

- Daily Weekly Monthly

➤ Q3. What genre of video games do you prefer ? (you can select more than one)

- Action (Call of Duty - PUBG - Fortnite - Mortal Kombat - Tekken - Overwatch ..)
 Adventure (Stray - Life is Strange - Little Nightmares - GTA ..)
 Role-playing (Genshin Impact - The Legend of Zelda - Elden Ring - Final Fantasy ..)
 Simulation (The Sims - Zoo Tycoon - Euro Truck Simulator - Beat Saber ..)
 Strategy (League of Legends - Plants vs. Zombies - Arena of Valor - Kingdom Rush ..)
 Sport (FIFA - Rocket League - Need for Speed - 8 Ball Pool ..)
 Puzzle (Trivia Crack - Candy Crush - The Room - Angry Birds ..)
 Idle (Among Us - Fall Guys - Ludo King - World of Warcraft - LingoKids ..)

➤ Q4. Why do you play video games ? (you can select more than one)

- Gameplay and story To pass time
 Educational purposes To make friends and interact with them
 Other answer :

➤ Q5. Do you use English to talk and interact with other players ?

- Yes No
-

Section Two : The impact of video games on the speaking abilities

➤ Q1. How do you rate your level as an English speaker ?

- Poor
- Average
- Good
- Excellent

➤ Q2. What speaking difficulties do you have ? (you can select more than one)

- Fear of making mistakes / Shyness
- Uneven participation in class
- No motivation to speak
- Interference of the mother tongue
- Other answer:

➤ Q3. Do you think that playing video games helps in enhancing your speaking abilities ?

- Yes
- No

➤ Q4. If yes, what genres do you think are the most effective in enhancing the speaking abilities ?

(you can select more than one)

- Action
- Strategy
- Adventure
- Sport
- Role-playing
- Puzzle
- Simulation
- Idle

➤ Q5. Rate the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.Video games are helpful in language learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I find myself often using vocabulary from video games when talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Video games helps me get the correct order of words and using the correct tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Talking to other gamers and listening to the game characters speak helps me in correcting my pronunciation of words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Video games had a role in making me a fluent speaker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>