

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of 8 Mai 1945/ Guelma

قائمة 1945/ ماي 8 جامعة

Languages and Letters of Faculty

كلية الآداب و اللغات

Language English and Letters of Department

قسم الآداب و اللغة الإنجليزية

**Exploring Teachers' and Student's Attitudes towards the Impact
of Online Video Games on Learners' Foreign Language Speaking
Skill**

The case study of first year LMD students at the university of 08 Mai

1945- Guelma



Option: Linguistics

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfilment of Requirements for the Master's Degree in Language and Culture.**

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September 2021

DEDICATION I

I would like to express my deep recognition to Allah, for giving me determination and
Strength to accomplish this modest work.

I dedicate; this work to

My father for his understanding and endless love, and my mother who is my source of
encouragement and inspiration.

My lovely sisters Bouteina and Issra.

My older brother Dia Eddine, and my little and beloved brother Moataz billeh.

My sympathetic husband Siddik whose love always strengthens me.

My first and sweet baby "Iliia" my happiness, who makes me a mother for the first time.

To all those who love me.

Hemaidia Fulla

DEDICATION II

I would like to express my deep recognition to Allah, for giving me determination and
Strength to accomplish this research.

I would like to dedicate this modest piece of work to the closest people to my heart who
have really supported me

First, I dedicate this research work to
my lovely parents Lawize and Mbarek who taught me at a very young age to
always believe in my potentials and to settle for
nothing less than greatness;
my adorable sister, Rimoushka who has always believed in me and supported me with a big
heart
my best friend and sister Sadiki Mina, I cannot find the words to describe how I am grateful
and lucky to have you in my life
my two demonic angels who make me a very happy aunt Loussa and Zizou;
my family for their sincere encouragements Sonia, Nabila, Hassna, Amal, Aya and
my sweet aunts Maysa, Razika and Akila;
To whoever wished me the best and prayed for me;

Obeizi Rania

Acknowledgment

First and foremost, we are thankful to Allah for giving us the knowledge, strength, ambition and patience to fulfil this decent amount of research work.

We would like to express our sincere gratitude to our supportive supervisor Mrs. Benyounes Djahida for her encouragement and precious help throughout the research process.

We would like to thank the examiners Mrs. Chereit Meryem and Mrs Himoura Kawther for the valuable time and energy they devoted to read and evaluate this dissertation.

We would also express our appreciation and thankfulness to Dr. Mlili Amina for her support.

We are sincerely indebted to Mrs. Lessouad Sabrina for the priceless discussions and pieces of advice concerning our research.

We are really thankful to all the great teachers who taught us and graced us with their knowledge.

Abstract

The present research inquiries about teachers' and students' perceptions towards the influence of online video games on foreign language learners' speaking abilities. Hence, it assumes that there are either positive or negative attitudes among both students and teachers about the relationship between the use of online video games and speaking skill improvement. In order to achieve the research objective and to test the research hypothesis, the qualitative method has been used. Additionally, data about teachers' and students' views and perspectives has been collected using two questionnaires; the first one was administered with forty (40) first year students who are enrolled in the department of English, University of 8 Mai 1945, Guelma, Algeria; while the second questionnaire has been conducted electronically via Google Forms with sixteen (16) teachers who teach in the same department. The results obtained showed that the majority of teachers and students hold positive attitudes towards the implementation of video games in order to develop learners' oral proficiency. Therefore, it is recommended to use them and encourage more teachers and students to explore this new teaching method.

KeyWords: Video games; speaking skill; Teachers' and Students' Perceptions



List of abbreviations

COD: Call of duty

CVGs: Communicative Video Games

EFL: English as a foreign language

ELLS: English language learners

ESL: English as second language

FL: Foreign language

GTA: Grand Theft Auto

ISFE: Interactive Software game information

PEGI: Pan European game information

PTSD: Posttraumatic stress disorder

ORI: Oral proficiency interviews

OVGs: Online Video Games

VGs: Video Games

VR: Virtual Reality

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1. General overview

Nowadays, technology has influenced almost every aspect of people's lives, namely education and teaching foreign languages. In the same line of thought, one of the biggest challenges in foreign language teaching, particularly English, is to fashion new ways to enhance students' oral proficiency. Due to the fact that speaking is regarded as a fundamental skill, yet it is difficult to master. Students should be creative regarding the incorporation of technology in their learning process. Furthermore, technology can be implemented to help students reduce their anxiety. More importantly, there are different technological tools that can be used to enhance students' motivation to speak competently, and reduce their speaking anxiety such as online gaming.

2. Statement of the Problem

The most common problem while teaching learners English as a foreign language is the lack of oral production. It has been observed that inside the classroom learning strategies may not be sufficient enough to reduce the problem mentioned above. Therefore, the use of outside learning strategies such as online gaming can be beneficial to enhance EFL learners' speaking skill. Further, It has been noticed from informal interviews with teachers that most first-year EFL students at the Department of English language - Guelma University- lack the active interaction, especially in the oral expression module. The latter might be attributed to different factors, few to name is having poor pronunciation. This in turn may be due to the methods and techniques used in the teaching process which may not be efficient enough in enhancing the students' fluency. Therefore, it has been assumed that online gaming could be a helpful procedure for developing the students' pronunciation and, hence, enhance their oral proficiency.

3. Aims of the Study

Since speaking is considered an important skill that English language learners should master. The current study attempts to shed light on teachers' and students' views about the influence of online video games on learner's speaking. It aims at:

1. Exploring the Impact of using online video games to develop learner's oral proficiency.
2. Investigating both teacher's and students' attitudes towards online video games and their implementation in the classroom.

4. Research Questions and Hypothesis

4.1 Research Questions

This study seeks to answer the following questions:

1. Do students use online video games as a learning material to improve their speaking skill?
2. To what extent do teachers believe in the effect of online video games on learners' oral proficiency?

4.2. Research Hypothesis

Online video games are utilized by learners not only to increase their ability of self-study, but also to improve their proficiency in foreign language speaking. Hence, we hypothesize that teachers and students have positive attitudes towards the effectiveness of online video games on learners' speaking proficiency.

5. Research Methodology and Design

5.1 Research Method

The study aims to determine teachers' and students' perceptions about the impact of using communicative video games on learner's oral proficiency and speaking skill. In this regard and in order to confirm or disconfirm the hypothesis, the qualitative descriptive method is adopted in which two questionnaires are administered to the target population; one for students and the other one for teachers at the Department of English at Guelma University.

5.2 Population of the Study

The sample of this study consists of two types of population; teachers and students of English at the department of letters and English language, in the University of 8 Mai 1945 - Guelma. The participants of the first population are fifteen teachers of English; while the second population consists of one hundred (100) first year LMD students.

5.3 Data Gathering Tools

In order to find out the impact of using online video gaming in increasing learners' oral proficiency, and to determine how teachers and learners perceive the use of the online video games in relation to learners' communicative competence, the study has opted for two questionnaires that have been administered to teachers and students. The former helped to provide data about teachers' views and attitudes towards the use of online video games and their reliance on giving such speaking activities to improve student's oral proficiency. The latter helped to gather valuable information about the students' perceptions about the influence of using video games on their speaking ability.

6. Structure of the Dissertation

This dissertation is divided into three chapters, beside a general introduction and a general conclusion. The first chapter is entitled Speaking skill. It is devoted solely to the speaking skill, in general, and how it is important in studying English as a foreign language. Besides, the types of speaking, its four aspects (fluency, vocabulary, grammar, and pronunciation), the ways to improve It, and also the extent to which students need to have good oral proficiency. The second chapter is entitled online video games. It provides an account on the history and definitions of online video games, its types, its role in foreign language learning, and its influence on learners' speaking skills. Third chapter encompasses the field of investigation; it consists of a description of both teachers' and

students' questionnaires, their aims, and their administration. Then, it provides the analysis of the collected data from the two questionnaires. In addition to the interpretation of the results in regard to the research questions and hypothesis. Finally, the general conclusion provides some pedagogical implications, recommendations and perspectives, and research limitations.

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Introduction

The purpose of this chapter is to describe the nature of speaking ability and the primary goals of teaching it, in addition to classroom speaking activities. It also sheds light on the factors that cause students of English as a Foreign Language (EFL) to have speaking difficulties. Finally, it intends to show some of the strategies and activities that can be used to help EFL students to improve their speaking skill. Nowadays, English is considered as the world's most crucial foreign language and the business language that is used as a communication tool. It is used mostly for technological, scientific, and cultural challenges that necessitate a comprehensive understanding and learning of English. Listening, speaking, reading, and writing are the four language skills that students must master in English education. Speaking is an important skill because it allows people to express what they want to say. It is also a symbol for words that are usually expressed through communication. The current chapter focuses on the literature review and theoretical foundation of the speaking skill, more specifically; some basic concepts and definitions related to the speaking skill and speaking difficulties are presented . Finally, it intends to show some of the strategies and activities that can be used to help EFL students to improve their speaking skill.

1.1. The nature of speaking

Speaking is one of the four language skills that every human uses in order to communicate . It is an interactive process of meaning construction that involves both the production and reception of information. According to Morrow and Johnson (1981), speaking is a two-way communication by which the speaker and listener interact with what they hear and make significant contributions.

Many second-language learners prioritize mastery of English-speaking skill. As a result, learners frequently assess their language learning success and the effectiveness of their English course based on how much they believe that their spoken language proficiency has

improved (Richard, 2008), Thus, mastering English-speaking skill is a must.

According to Finnochiaro and Brumfit (1983: 400), language learners must have a sufficient understanding of the English language's sound, structure, vocabulary, and cultural system. They must be able to change the positions of their lips, jaws, and tongue to produce English sounds. Learners must be consciously aware of the appropriate functional expression that clearly represents the idea they want to express (as cited in Nirmawati, 2015, p.8). That is to say, second language students should know how to communicate effectively with their articulation systems in order to be able to master the English phonological system.

1.2. Defining the speaking skill:

Speaking is a vital part of learning English because foreign language learners of English must be able to communicate in real situations. Some definitions of speaking will be discussed by different specialists to gain more information about the concept of speaking.

Brown and Yule (1983) stated that, "Speaking is the act of expressing one's requirements, relevant data, facilities, and so on" (p. 29). Speaking is also defined by Chaney (1998: 13) as the process of creating and sharing meaning in a range of situations via the use of verbal and nonverbal icons. For this reason, speaking is not regarded as a simple task; mastering it necessitates a great deal of experience and exercise. (as cited in Of et al., 2015, p.4). Nevertheless, Luoma (2004), has stated that it is extremely hard to communicate in a foreign language and a long time is consumed for proficiency to be developed.

Therefore, speaking is characterized as a fundamental skill that certain language learners must learn in addition to other language abilities. Moreover, it is a complicated process of delivering and receiving signals using vocal expressions, as well as nonverbal symbols like body language.

1.3. Types of speaking

There are a few fundamental styles of speaking. According to Brown (2000, pp.76-77). There are six types; imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue) speaking. First, the capacity to imitate a spoken word, phrase, or even a complete statement is known as imitation. The performance standards may encompass a range of spoken, lexical, and grammatical features of the language, despite the fact that this is a completely acoustic level of vocabulary development. Second, the intensive one is the mastery of a specific set of words or phrases in a spoken language, such as English, French, German, Spanish, or Arabic. Third, responsive speaking is concerned with combining interaction and comprehension assessment, albeit at a very basic level of very brief talks. This is a fast answer to a teacher's or a student's question or comment in which instructions and directions are offered by the teacher or student.

Fourth, transactional speaking involves a more developed form of responsive language which is used to communicate or transmit specific information. Then, another type is interpersonal speaking which is employed for the preservation of social bounds instead of the transmission of information and truths. Finally, there is the extensive speaking type. When it comes to comprehensive oral production like oral presentations and narration, whether the listener's participation is severely limited; maybe to nonverbal reactions or completely eliminated.

1.4. Components of speaking

Vanderkevent (1990). Has proclaimed that, there are three components in speaking which are: the speaker, the listener, and the utterance. The speaker is someone who produces the sound. s/he functions as the tool in expressing opinions or feelings to the listener. The latter is someone who accepts the speaker's message or meaning. If there is no one to listen to, the speaker will express their thoughts in writing. Additionally, the speaker's utterance consists of

the words or sentences used to express their argument or view. Both the speaker and the listener will utilize signs if no words are said.

According to Richards and Willy (2002), Pitch, stress, intonation, gestures, body language, and facial expression are among the components of speaking. For instance, the pitch is the speed at which vibrations occur, and it determines the quality of a sound and the degree to which a tone is high or low. While, stress is the amount of pressure or tension applied to a material thing. Another component is intonation, which is about the speaker's voice whether it is rising or falling.

Along with intonation, gesture is the expression of a concept or meaning by movement using a portion of the body, particularly the hands or the head. Besides that, body language is a more important form of communication that involves both conscious and unconscious emotions and gestures, and it is considered nonverbal communication because it does not include words, utterances, or even sounds. The last component of speaking is facial expressions which are made by using the muscles of the face, and they are a fundamental aspect of communication.

1.5. The aspects of speaking skill

In order to improve speaking ability as a process, it needs to pay attention to the aspects and the very necessary components of it. To do so, some aspects ought to be understood. These aspects are suggested by various scholars. For example, speaking abilities, according to Harris (1974), include five features which are: pronunciation, vocabulary, grammar, fluency, and comprehension.

First, pronunciation is about the capacity to make articulation that is easily understood. In other words, accent, stress, and intonation are all factors to consider. Second, vocabulary is a set of words that a person knows or uses in a language. Nobody can communicate effectively

without having sufficient vocabulary. Therefore, vocabulary means the appropriate diction that is used in communication. Third, grammar is an organized method for creating meaningful sentences. It is a regulated system of units and structures of language. If the learner masters such rules, it will help them to speak correctly. Then fluency is a criterion for someone's speaking ability. It may also be described as the capacity to communicate clearly and effectively without being hesitant. Listeners will be unable to grasp what speakers are saying if they do not have good pronunciation. Finally, comprehension implies the ability to comprehend the speaker's goal and meaning in general. A person's ability to respond or explain themselves clearly and appropriately demonstrates that he or she comprehends or understands the situation (as cited in Anh Tram, 2020, p. 41).

It can be noticed that increasing speaking skill needs more focus and understanding of these aspects, which are the basics of being an effective EFL learner who speaks the English language, of course, as a second language fluently and correctly, to convey the message or to make sure that the aim behind the communication will be achieved.

1.6. The importance of the speaking skill for ELLs:

Speaking is very important for EFL students. "Among all the four skills [listening, speaking, reading, and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of the language, as if speaking included all other kinds of knowing" (Ur, 1999). From this quotation, it can be said that speaking is considered as the crucial skill among other language skills, according to the priority given by second language learners who make sure that they increase and adopt their speaking ability, because speaking is the best way to express ideas and interact with others.

Nowadays, English is taught as a second language all over the world, and it is used as a common language across nations. In addition to that, English is the language of all technological and communicational tools, and it is used in many important fields, such as; business, technology, medicine, education, and so on. Without forgetting the daily life in which there are a lot of situations that need speaking. Speaking is to share ideas and interact with others. Lindsay and Knight, (2006: 58) claimed that "being sociable, requesting assistance from others, expressing our views or opinions about something, exchanging information, and referring to an activity or event are the main reasons behind speaking." (as cited in Junio, 2018). Furthermore, a good speaker will have a great opportunity to get a job or even to enhance his/her personal life.

1.7. Teaching the speaking skill in EFL classrooms:

Realizing wishes and actions in this global world requires exchanging ideas and thoughts with individuals all over the world. This is a competitive world, and every English language student wants to enhance his or her speaking abilities to compete in it. Furthermore, the majority of employment decisions are based on an individual's communication skills, particularly their speaking abilities. Speaking abilities are so important in so many areas. That's why EFL/ESL students should focus more on them. (*The Importance of Speaking Skills in English Classrooms*, 2019). In other words, speaking English for language learners is really important. It encourages conversational efficiency; teachers want learners to be able to communicate as effectively as possible. Learners often prioritize speaking as a skill in their studies, since it involves the active use of language in order to convey ideas.

Hadfield (1999:7) has stated that speaking is any means of communication that a student uses to connect the classroom to the outside world. To do so, the teacher must provide

opportunities for effective communication in significant settings during speaking exercises. It suggests that students are more likely to learn a second language when they are actively trying to communicate. As a result, the opportunity must be given by the teacher in order to improve the student's speaking ability. (as cited in Setyani, L. (2014). This means that teaching speaking is the process of directing and assisting the acquisition of the ability to make English spoken sounds. Students frequently face obstacles as a result of their lack of knowledge, confidence, and expertise. This is why students need a strong basis in grammar, vocabulary, and pronunciation to acquire an acceptable speaking proficiency.

1.8. Speaking difficulties to EFL Learners:

Speaking is treated as a challenging skill as Zhang (2009) has argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent at communicating orally in English". (as cited in Of et al., 2015). Since speaking is considered one of the most important and difficult skills, whether in the classroom or in real-life, for many language learners to master, it is a very hard and challenging task because those who cannot communicate fluently in the second language will not be active speakers in the target language.

In EFL classrooms, students are often uncomfortable and feel hesitant to speak English because they are not totally sure about how the language works (Macias et al., 2015). Furthermore, Al Hosni, (2014) has stated that teachers use oral language more frequently than students in the classroom. However, oral language is rarely used by pupils to learn knowledge and explore concepts. English foreign language learners (ELLs) have numerous speaking challenges, regardless of how much they know about the language. (as cited in Ibnian, 2019). Thus, it can be said that English learners will face difficulties in the speaking class. According to (Febriyanti, 2001, pp.116-117) problems are categorized into these points.

Students do not want to talk or say anything, students keep using their language (mother tongue), students are not disciplined in the classroom, and it is difficult to handle students in a large class. First of all, one of the issues is that students are hesitant about speaking in front of their classmates; they are afraid of making mistakes and hence "showing weakness" in front of both teachers and colleagues. This needs both internal and external encouragement, such as a happy environment in the discussion and an attractive topic. Although many people have the capacity to speak the English language, when it comes to communicating in English, they struggle to explain themselves.

Another issue is that students keep using their language, in which teachers may face a problem when students use their native language rather than English in the classroom. This might happen because they want to communicate something important and they have difficulty in speaking the English language, so they use their own language. To avoid such cases, the instructor should advise students to utilize English and only English at all times.

In addition to that, it is difficult to handle students in a large classroom. If the class is large, such as 30 or 40 people, it is apparent that the students have little opportunity to learn the language. It's difficult for them to ask for and receive the individualized attention they require. It's also difficult for the teacher to make eye contact with students in the back, maintain good discipline, and plan productive and flexible teaching and learning classes.

The last issue is about students' discipline inside the classroom when they are unaware of the chance given to them as ELLs, since they don't give any opportunity to the session, they pass it just by making noises, chatting with classmates, and getting out of the class without reason, etc. including their misbehaviors. Of course, this will create an uncomfortable atmosphere in the classroom, which will be an obstacle for good students who are interested in learning and enhancing their skills.

1.9. Activities that promote speaking in the classroom:

Foreign language learners (FLLs) should feel free to speak out and explore their ideas in order to have a great learning experience. They should be encouraged to use their ideas in class, to communicate themselves, and to achieve their objectives. To do this, speaking activities are required, which are one of the many chances for students to practise their speaking skill, which may greatly aid in the development of speaking fluency in the classroom. The aim behind that is to enable learners of the target language to use speech to learn and enhance their speaking skill, and permit students to practise their language in contexts that are similar to real-life events.

Baker and Westrup (2000, p. 77), have stated that during a lesson, speaking activities can help the learner to understand new vocabulary, grammar, and functional language. They provide learners with opportunities to practise the new language correctly and allow more experienced students to practise those opportunities using the language they really know in a variety of contexts and in a variety of situations.

Teaching learners how to talk effectively through speaking activities is a good approach to reduce the lack of interest in studying English and to get out of the dilemma that is caused by the teacher's ineffective teaching approaches for teaching speaking skill. The role of the teacher is to choose a suitable activity for learners' current level; besides that, s/he should build a positive and ethical classroom environment; as well as; to give all the students the chance to express their ideas. There are various activities that can be used in the classroom in order to encourage students to speak and enhance their speaking proficiency.

1.9.1. Discussions:

One of the useful speaking activities in the classroom is using discussions among students. According to Locke and Locke (2013: 17), this activity will teach students how to acquire

information, arrange an activity, and solve an issue. It encourages pupils to develop trust, communication skills, and critical thinking, as well as collaborate and participate in learning activities. Therefore, teachers use this activity to encourage students to express their appreciation and contributions via challenging deep thought, give a way of assessing learning and explore in detail the major topics of the course through questions. It also helps teachers to get everyone involved in the communication process. (As cited in Ashour, 2014).

Lindsay and Knight (2006) have stated that in such activities, the role of students is to exchange ideas freely without being criticized by teachers. Of course, having sufficient time and having an idea about the topic has to be tackled to organize their ideas and viewpoints.

1.9.2. Role-playing

Role-playing is another well-known activity that is used to enhance learners' speaking skill, because it involves them in acting out different roles. The teacher's role in this activity according to Harmer (1984) is to provide information to the students about who they are and what they believe or feel. It is assumed by Ladousse (1987) that this kind of activity has many advantages, for example; Role-playing encourages students to employ a variety of functions and structures, as well as previously given vocabulary, resulting in students being prepared to talk in any context after being prepared to do so. Also, Students are expected to use and build social ties that aren't covered in school. Additionally, it assists timid learners by providing the appropriate mask. These learners dislike participating in secret discussions about themselves, so they won't feel as if their own identity is being questioned. Furthermore, role-playing is enjoyable because it allows pupils to let their imaginations run wild. Learning improves while you are having fun. (Both cited in Ashour, 2014). I.e., students are encouraged to use a range of functions and structures, as well as previously taught language, during role-playing. As well, students are required to use and form social ties outside of the classroom.

According to Yinger (1987), role-playing can help students improve their oral fluency or prepare for particular circumstances, particularly if they are studying English for a specific reason. Students must understand the problem in detail and be provided with sufficient background information in order to function correctly. To sum up, the need to know exact and enough information is a must for students to be able to function properly when they are in the situation of role play.

1.9.3. Simulation:

Simulations are used to enhance the speaking ability inside the classroom. Kayi (2006), has argued that simulations are comparable to role plays, but they are more sophisticated. Simulations permit students to bring items to the classroom that can be used to help create a realistic setting during simulations. (As cited in Pratama, 2008). If a student is playing the role of a doctor, he/she should bring a stethoscope to examine the patient. This example demonstrates simulation.

1.9.4. Information Gap:

Another useful classroom activity to enhance learners' speaking skill is the information gap activity. Hedge (2000) has defined it as an activity that involves each learner in a pair or a group possessing information which the other learners do not have. (As cited in Skill & It, 1984). In other words, it is used when one student knows information that another partner does not, and the two students will exchange it. In addition, Barton (2006) has described the information gap as an activity that may help resolve the issue, gather data, and offer everyone an opportunity to speak up. For information gap activities, instructions, explaining, and speaking about happy families are great subjects.

1.9.5. Brainstorming

It is among the common classroom activities which has been defined by Griffin (2011: 49) as, a problem-solving approach that involves free association rather than planning and

may be utilized in a variety of contexts. It can be used alone, in pairs, or in groups. It means that spontaneous association is a problem-solving strategy that does not rely on preparation but on spontaneous association that is used in different situations. to come up with an effective solution to a variety of problems. (Griffin, n.d.) suggested three approaches to brainstorming. Free-association may be as unstructured as sitting at a desk with a pencil and paper, or using a computer with a blank screen. All thoughts that come to mind are written down by the teacher. Other thoughts will spring to mind in fast succession as soon as the first one does, while clustering is a visual method of brainstorming. The teacher scribbles a concept in the center of a sheet of paper and then extends four or five lines from this. The teacher notes down the additional concepts that connect to the initial thought after these lines. And, categories are about the majority of speeches delivered in public speaking classes are on ideas, events, natural phenomena, objects, people, places, plans, and policies, as well as issues and processes. Category brainstorming is a great technique to come up with a speech topic since it gives more structure than free association or grouping.

1.9.6. Storytelling

Another activity that teachers can use in their English classrooms to develop learners' speaking skills is storytelling. Geisler (1997: 2) has claimed that it is about using voice and gestures to tell a story to one or more listeners. It is not the same as reading a tale aloud, memorizing a song, or performing a play. The storyteller faces the audience in the eyes, and they work together to tell the narrative.

In this activity, students are able to write a summary of what they heard from a tale. The aim behind storytelling is to build creative thinking by allowing pupils to express their thoughts about the plot, as well as the characters and setting of the story.

Stories inspire hope and provide knowledge, advice, life lessons, new views, and comprehension. Stories educate us to progress and to live in harmony. They motivate,

forewarn, elicit, and counsel us. Stories are therefore necessary for revealing sins, healing relationships, focusing on objectives, giving instructions, convincing, demonstrating, inspiring, and guiding us. (James, 2002: 112-121). That is to say, stories necessitate disclosing sins, repairing connections, emphasizing goals, providing instructions, convincing, showing, inspiring, and guiding. Stories give hope while also imparting knowledge, guidance, fresh ideas, and insight.

1.10. Strategies to Develop Learners Speaking Skills:

English teachers should give oral communication skills the highest priority because they are highly beneficial for the overall growth of ELLs' performance. Teachers must consider numerous strategies and ways to develop students' oral communication abilities, which are the most important in today's society. (*The Importance of Speaking Skills in English Classrooms*, 2019).

There are strategies that effective teachers use to assist learners with developing speaking skills, such as utilizing minimum responses, recognizing scripts, and using language to talk about language.

1.10.1. Using minimal:

One of the most helpful strategies that should be used by teachers to develop students' speaking skills is using minimal responses. Zimmerman and West (1996) have stated that these minimal responses are used to replace verbal comments with idiomatic phrases and expressions, and body language gestures such as shaking the head and shrugs to indicate that both the listener and the speaker are in front of each other understanding and reacting to what the speaker said to the other (s). Umm, uh-huh, and yes may be considered constructive feedback for a conversation to continue, with the presenter of such indications necessitating an intentional listening effort when the listener receives the message to determine an appropriate position. It can be said from this that the participants of the conversation use short

answers in different situations, especially the listener, to show that he/she is getting the message while the speaker can keep talking. Examples of such small answers are using gestures, facial expressions, and body language, using phrasal expressions, in addition to laughing and smiling.

1.10.2. Recognizing script

Another commonly used strategy is recognizing scripts. Watkins (2005) has argued that functions which are influenced by social and cultural norms, like welcomes, apologies, praise, invitations, and others, are linked with a predictable set of verbal exchanges. Bryson (2003), has claimed that scripts in various circumstances and cases are good strategies for teachers to enhance their students' speaking proficiency. Thus, students predict what they are receiving and how/what they have to answer. (Both cited in Mejilla, F. C., Calero, L. B., & Salgado, K..2014).

1.10.3 Using language to talk about language:

The last strategy used by teachers to give students a chance to learn speaking is using language to talk about language. Ashour (2014), proclaims that this strategy focuses on the role of the teacher inside the classroom. When observing that the meaning of a given conversation is not understood by the participants, the teacher should use constructive feedback towards students, because in such cases, learners obviously feel uncomfortable and hesitant to say that they did not get the idea or the message. Teachers inform their students that it is possible for anyone to fall into this problem of misconceptions or being confused, even for high-level students. By doing so, students will overcome these obstacles.

Also, motivating students to ask for clarification in class and to respond positively when there is an ambiguity or misconception may help both the teacher and the students to work in a realistic atmosphere. Furthermore, students will feel confident in using their skills freely.

Conclusion

Speaking is regarded to be the most essential productive skill in the learning process, this chapter has concentrated on the necessity of improving speaking skills for EFL learners inside the classroom. Based on the literature review, a definition and the nature of the speaking skill, types, aspects and elements of the speaking skill were tackled. Furthermore, the chapter shed light on the importance and the process of teaching the speaking skill in EFL classrooms. Then it emphasized on the most speaking difficulties that may face EFL learners. By the end, some of the communicative activities and strategies that promote speaking and assist students in communicating freely and confidently in a foreign language were highlighted. The next chapter will be devoted to the role of online video games in foreign language learning and their influence on improving learner's speaking.

CHAPTER TWO:THE IMPORTANCE OF VIDEO GAMES

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Introduction

The world is dominated by the use of technology in all life fields, for example, people have started to use video games in their daily life as an entertainment tool, this has been quickly transferred into the field of education. Hence, this chapter tries to give a brief overview about video games, their types, and benefits. Further, it aims to reinforce the relationship with learners' speaking skill, and ends by suggesting pedagogical procedures for implementing video games in teaching speaking in foreign language classrooms.

2.1. A Brief overview about Video Games

Over the last decades, video games have become increasingly popular. According to a research conducted by Landesmuseum Zurich(a national museum in Switzerland), 2018, the majority of the world population spends their time playing video games via different devices whether on their mobile phones, via a game's console, or on a computer. Starting in the 1970s from Pac Man to three-dimensional environments, video games have greatly evolved. Nowadays, they almost make an essential part of people's daily life; adolescents for instance play games on a daily basis lonely or online with people they have never met in real life. They can even make parts of virtual communities like group chats and forums where they can discuss the games and communicate freely.

So gaming today provides sophisticated and interesting virtual worlds such as Lord of the Rings, Counterstrike, and GTA and others. These developments are the result of the technological developments in computing and the evolution of the internet. This only made people more drawn to experiment the world of gaming. As a result, video games evolved from a simple hobby or a pastime activity to a source of income and even a profession.

2.2. Definition of Video Games

It is hard to find one simple definition that could clarify the exact meaning of the term "video game" as different researchers gave their own meaning to the word; but first of all, one should

tackle the concept of the game itself. An interesting definition provided by Kelley (1988, pp. 49–52) explains that a game is a human activity in which people make a recreation following a set of rules that precise the objective to be attained and the acceptable means to attain it. In this definition, Kelley sheds light on the most important aspects of a game, namely the rules and objectives of a game. These are what makes the game intriguing and amusing for people. Another definition provided by Aarseth (2007) in which he explained that games are facilitators which structure the behaviour of players. He also explained that games are mainly for enjoyment.

According to Suits (1967; p. 156):

to play a game is to engage in activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity.

This definition is by far the most complex one since it incorporates all the related terms in relation to a game in general. It explains that a game is guided by some rules that players are required to follow. A video game is an electronic game which allows people and gives them the chance to interact with each other in a virtual world.

Regarding video games, Cambridge Dictionary defines them as games in which the person can move pictures on a screen; this is the simplest way video games can be defined. When it comes to scholars, Esposito (2005) explained that “A videogame is a game which we play thanks to an audio visual apparatus and which can be based on a story”(p. 03) , which means that video games have a story which is portrayed through the use of audio-visual equipment. Additionally, Bergonse (2017) also defined the term video game as: “a mode of interaction between a player, a machine with an electronic visual display, and possibly other players, that is mediated by a meaningful fictional context, and sustained by an emotional attachment

between the player and the outcomes of her actions within this fictional context”(p. 239). In this definition, Bergonse further explained the concept by adding two important elements, which are the interaction between players, and the emotional attachment players have during their gaming experience. These two elements are what draw more people into the world of video games today.

From all these definitions, it can be concluded that video games like any game have rules; they are based on a story, and have a fictional context. They are played via various technological devices either solitary or with other players, and they are usually played with the use of the internet.

Another term that has been created with the emergence of video games is “online gaming”. As it was mentioned in earlier, video games are usually played online; hence, the term “online gaming” “has emerged to refer to it. According to IGI GLOBAL dictionary, online gaming involves playing games on a computer network or other technological devices such as mobiles; it usually requires internet access. In addition to that, online games differ from simple text-based games because they are complex games including graphics and virtual worlds occupied by different players at the same time. Furthermore, another definition provided by an article entitled Online Gaming- the Basics, “online gaming describes any video game that offers online interactions with other players”. This means that the use of the internet in online gaming is necessary in order to permit the interaction between players.

Another definition by Griffiths, et al. (2003), explains that online gaming refers to massive multiplayer online role-play games (MMORPG) as the latest Internet-only gaming experience. They are usually represented by big, complex, detailed and developing worlds. Accordingly, from the above mentioned definitions, it can be concluded that online gaming is any sort of video game, which is played via the internet generally with the company of other players. It is worth mentioning that online gaming can also be solitary.

2.3. Components of a Video Game

Generally, video games have different components which aim at catching the attention of many gamers. According to Howland (1998), video games' components involve the game world, the story line, characters, the music, and the visual. Firstly, the game world is the artistic virtual reality that makes players feel that they are living another life while playing. It requires great creativity and competence from video game designers since it should enable players to face real world problems and have related experiences. This is the main component of video games that attracts players. Secondly, an interesting story line is what would keep the gamers hooked. Thirdly, the characters are the ones who hold the story together and allow the players to perform actions in the game. In other words, they are the players living their virtual life. Characters usually have background stories and goals they need to achieve throughout the gaming experience. Then, another essential component of video games is music which can change the mood of gamers and keep them engaged. Hence, good music is what makes them feel the thrill of the game, for example; a boss battle would never be a boss battle without boss music. Finally; yet importantly, visuals are an important part of video games since they create the game world. High quality graphics are what attract players, and they are usually behind the success of famous games.

2.4. Types of Video-games

The world of video games is as rich with a variety of types as any other form of media. Generally, they were seen as something that attracts only children and teens. However, video games are like any music, tv programs, and movies since they have different types of genre and different types of content. They can be classified according to age, gender, and content (Vince, 2018).

2.4.1. Age

Gamers can be divided into three categories according to age: children, teens, and adults. Games that are played by children are different from those played by teens and those played by adults in that they are age restricted. In 2003, PEGI (Pan European Game Information) was introduced and created by ISFE (Interactive Software Federation of Europe) which is a system that rates games and informs consumers about the appropriateness of the content and age suitability. According to PEGI, the ages start from three, seven for children, and from 12-16 for teenagers, and +18 for adults. Surprisingly, according to Statista (2017), adults (21-35) ranked first on the list of worldwide gamers according to age.

2.4.2. Gender

Games have been subdivided according to gender for several years into two categories; the first type consists of games for males such as war games and sport games, while the second type contains games for females like dressing and cooking games. However, according to Statista (2020), it was estimated that men accounted for approximately 59% of gamers in the USA being the vast majority of gamers with women making the percentage of 41%. This means that the gaming rules and expectations have changed during time. Girls nowadays are more involved in gaming and exploring the various categories of games other than those of dressing and cooking. Furthermore, in an article published in *The Gaming Economy* (2019), women make 46% of the worldwide gamers, which is quite unpredictable due to men's dominance in this field since its beginning. To conclude, nowadays; games have become entertaining and appealing to both genders that encourages more people to join the gaming world.

2.4.3. Topic

Games vary in concepts and topics; they have evolved and developed from simple and easy ones to sophisticated two and three dimensional games dealing with complex graphics

and difficult tasks in regards to their concepts. Games witnessed an improvement regarding the topics and backgrounds from puzzles like jigsaw puzzles to sports like Wii to war games and fighting such as COD(Call of Duty). Today, technology has helped reach a great extent of development in the world of gaming particularly VR (Virtual Reality) which makes use of a headset that provides gamers with a reality-like gaming field with a first-person perspective of game action. This has made a revolution in the gaming world since it yields gamers with more excitement and adrenaline. (Salzar, 2020, p.21)

2.5. Benefits of Video Games

The majority of people; especially parents; when they first hear the term “video game”, all that comes to their minds are these terms; addiction, low grades, aggression and all the negative aspects. However, in recent years; researchers shifted their attention to the field of video games due to their increasing use in order to break those stereotypes. Consequently, video games seem to have a variety of benefits. Video games can enhance cognitive skills, help learners’ achieve a good progress in their learning process, it is considered also as physical therapy and most importantly it encourages learners’ to be more socialised with the external world.

There are many studies which show the importance of video games especially in the education and learning field. According to Pantaveewingthana (2019), using English from online games can increase the potential of English language learners. Learners learn vocabulary, grammar, and other language skills that help them develop their English language proficiency. Another study conducted by Axmedjanovna et al. (2020) following a quasi-experimental research design on a sample of 30 adults who were Uzbek students. The results showed that games motivate and help students to learn more English. An article published by Salzar (2020), explained the different benefits of video games which are to be discussed in the following elements:

2.5.1. Cognitive stimulation

Video games According to Salazar (2020) are regarded as a pastime, a hobby or even profession to some (p. 7). However, people do not acknowledge that video games can be a form of an exercise in various cognitive skills. Video games are different from the other forms of entertainment in that they require active participation of its user to change the results of given scenarios. Reading for example always leads to the same path. Video games on the other hand will not progress without the user thinking or making a decision. Among the benefits of constantly using one's cognitive skills during playing video games is improving his/her spatial awareness. This latter is especially displayed in first-person games. According to experiments published in an article entitled "Benefits of Video Games" (2014), Lobel et al. (2014) have found that users who play the shooter in a game have a faster allocation of attention as well as better mental rotation abilities and spatial awareness than most people do (p. 68).

2.5.2. Social interaction

Another great benefit of playing video games is the promotion of social interaction. Although it is believed that video games were meant to be a solo experience in the early days of gaming, the internet has expanded and evolved social gaming to a great extent. Salazar (2104) stated that it is actually quite common making friends via playing video games even those that you have never even met in person before (p.10). hus, Gamers not only meet new people through video games, but they can also engage more and communicate with friends they already have. Engels et al (2014) stated that more than 70% of gamers play their games with their friends, cooperatively or competitively (p. 73). They can simply play at their friend's house, and share the experience of developing many important social skills when connecting and exchanging gaming guidelines; particularly, in games of cooperation either online or in the same system.

2.5.3. Therapy

Another benefit provided by video games is therapy. Video games have evolved throughout the years; motion controls have been introduced which allowed gamers to move their bodies to copy the game motions. Technological innovations gave birth to Virtual reality, which easily made it into the mainstream. My comment is that gamers seem to enjoy the physical and mental challenges they face in this virtual reality making them exploring new environments. The physical activities performed by gamers when playing can be used for both physical and mental therapy. According to Carras et al (2018), there are various games for various types of mental health and physical health conditions (p. 2); for instance PokemonGO; a mobile game which makes players walk around the real world to advance in the game; would greatly benefit those practising physical therapy. Role-play games or shooting games can benefit those suffering from mental issues like PTSD (Post Traumatic Stress Disorder) or depression in that they can overcome their anxiety and past trauma.

2.5.4. Education

Games are not only restricted to fun and pleasure; they can also be quite educational. As there exist fantasy video games, there are also reality-driven games. History, civilization, and farming games are great examples of these educational games. One can be surprised by the amount of subconsciously acquired information from such games. In an article written by Shliakhovchuk and Muñoz (2020), discussed passive intercultural learning, also talked about how video games can help in developing intercultural literacy. Finally, they claimed that video games can teach people the information that can be absorbed subconsciously, contrary to that which is meant to be observed in by the conscious and video games seem to be effective when it comes to developing the subconscious learning.

From all what has been discussed it can be concluded that video games can increase cognitive stimulation and social interaction; as well as being beneficial in therapy and education (Salzar, 2020, p. 1).

2.6. The Misperception of Video Games

Video games have always been misbranded as a negative influence on people, especially children. They are generally accused of being a direct cause of seriously vicious issues like drugs and violence. Salazar (2020) argued, there have always been claims that denounce video games for their content leading people to believe that video games are aggressive and immoral(p.16). The fact of the matter is that there is more evidence pointing towards the positive side of video games than those pointing towards its negative one. As times have changed, stereotypes should too. It is high time to reanalyse people's perspectives on video games. Investigations concerning this have been carried out and numerous positive effects have been revealed. Major psychological, social and physical effects have been proven which will be discussed in the following element.

2.7. Correlation between video games and oral proficiency

According to the previous sections, video games have improved their importance in the field of learning. Studies also discovered that video games could be a good teaching method to improve learners' pronunciation, and help acquire vocabulary, which are key elements for a good oral proficiency. Generally, during Oral Proficiency Interviews (ORI), students' would be evaluated on the language they use: the selection of the appropriate vocabulary items that form meaningful and organised utterances. For this reason, vocabulary, grammar, and pronunciation are the elements this study sheds light on.

First, Vocabulary is the first aspect that language teachers focus on throughout the teaching experience. There are numerous methods to teach vocabulary and using video games in the classroom seems to be a good one. Vasquez and Ovalle (2019) are among those who tackled

this topic by conducting a research on a group of 15 students at the university of Tolima. The results showed that the participants could acquire a considerable amount of vocabulary due to the relaxing atmosphere that video games provide; which means that students have no pressure in the virtual world. Turgut and Irgin (2016) conducted an experimental research and the experimental group learnt more and scored better than the control group. This shows that there is a connection between video games and acquiring vocabulary.

Second, Grammar is another essential language component to teach to English foreign learners; therefore, it is taught as a separate module in university for those who study English. Nonetheless, it is usually taught using traditional methods. One of the new methods that have shown positive results is the implementation of video games for example, the education model in Taiwan is based only on memorisation. This means that EFL students learn the grammar rules by rote and this makes them face many difficulties such as the lack of motivation, self anxiety, and others. According to these problems, Cha et al (2015) conducted a research about game based learning approaches and the results show that students' English anxiety is reduced; they improve their investment in the process of learning and enhance the student learning achievement. This shows that there seems to be a link between the speaking skill and oral proficiency.

Third, Video games may introduce various pronunciations which can be helpful for (ESL/EFL) learners because they expose them to different accents around the world. Many studies have shown that video games can improve learners' pronunciation. Meihami, Varmaghani, and Hussein Meihami (2013) made a research about the effect of simulation games on sailor and mariners' English vocabulary and pronunciation, the results showed potential benefits not just for engaging and entertaining users, but also in developing language learning. Another research which was conducted by Young and Wang (2013) showed that

video games could really enhance learners' pronunciation. Therefore, they confirmed the positive impact of using video games on improving learners' pronunciation.

2.8. Steps for the Implementation of Video Games in Classrooms

The use of video games inside the classes has been a subject of several investigations such as Caré and Debyser's (1978) and Alyaz et.al (2017). It is not possible to neglect the fact that integrating video games into pedagogy is challenging, but if teachers are creative and skilful enough; it would not be regarded as challenge anymore. According to Prodigy Game, there are some simple steps for teachers to follow for a successful implementation of video games in classrooms.

First, selecting an aim behind the gaming method is the main step, which will narrow the research scope, which in turn will allow finding the right game. Second, it is important to make sure that the chosen game is adequate with the already decided aims. Teachers should try out the game themselves in order to test the correspondence. Moreover, the teacher's guidance and supervision is an essential step, but this does not erase the presence of parents in the game-based learning experience. An article published by The Institution of National Committee for Citizens in Education, Washington, DC. , asserted that the participation of parents is a significant factor for learners' success. Then, time is a very important feature in the learning process. Random game-based learning could be a problem for both teachers and learners concerning reaching the learning goals. It causes a messy learning schedule. Concisely put, teachers should specify and organise the playtime. Finally, this last step sheds light on the teacher's assessing ability. Thus, teachers should collect data from the learners' performances and while giving them instructions in order to know their strengths and weaknesses. This would facilitate the learning/ teaching process.

Conclusion

The thirst for fun and play is as old as humanity itself. As explained throughout this chapter, video games have influenced the childhood of almost three generations with the equivalent of more than sixty years. It was also concluded that video games attract not only children, but also teens and adults of both genders. This chapter ended up with revealing the correlation between playing video games and enhancing the oral proficiency which is the main aim of the present study. Therefore, it will be discussed in the next chapter according to EFL teachers and students in an Algerian context.

CHAPTER THREE: FIELD OF INVESTIGATION

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Introduction

The research at hand investigates teachers' and students' perspectives about the impact of online video games on EFL speaking skill. Thus, this chapter is devoted to the practical side of the research. It aims to gather relevant data about teachers' and students' views and attitudes through the use of questionnaires as data gathering tools. So, the data, analyzes , and discusses the findings of the research in order to confirm or reject the research hypothesis. Besides that, the chapter ends by suggesting some pedagogical recommendations and states the limitations of the study.

3.1. Research Methodology and Design

The present research comprises a practical part. The practical part, laid out in the third chapter, examines the methodology of research in both chapters and it is assigned for the data analysis and discussion. The dissertation concludes with a general conclusion and recommendations.

3.1.1. Research Method

This research at hand follows the descriptive research design with qualitative research tools since it seeks to gather data about the views and attitudes of the participants, rather than doing an experiment with them.

3.1.2. Population and Sampling

The population of this study consists of 40 first year students of English in the department of Letters and English language; besides 16 teachers in the same department. The sample has been

chosen randomly and is composed of 40 first year students. We opted for first year students because they are still beginners in the field of language learning, and they might be more motivated to study English in a fun way. However, the small size of the sample is due to the researchers' inability to administer the questionnaire face-to-face during the COVID-19 pandemic.

3.1.3. Research Tools

To check the validity of the hypothesis, two questionnaires were administered online via the Google Forms application. More specifically, the first one was directed to 40 students of English language at the department of English, university of 8 Mai 1945 Guelma, it gathers students' perspectives about the use of video games as a means to develop their speaking skill, while the second questionnaire was to sixteen teachers from the same department, and aims to collect data about the teachers' perspectives towards the implementation of video games inside the classroom as a new teaching technique to improve the speaking skill.

3.2. Questionnaire for Students

The students' questionnaire starts with an introductory paragraph that gives students an idea about the topic. It consists of fourteen (14) questions divided into three (03) sections; the first section consists of two (02) questions that collect general information about the students' background. Section two consists of four (05) questions related to attitudes towards learning English as FL. The third section consists of seven (07) questions, and is about attitudes towards playing video games and their impact on their oral proficiency.

3.2.1. Analysis and Interpretation of data from Students'

Questionnaire Section One: Students' Background

This section aims to gather data about students' background, and contains demographic questions regarding the EFL student's age and gender. Hence, the questions will

be presented with an analysis and interpretation of the results qualitatively and quantitatively in the following paragraphs.

Question One: what is your gender?

Table 3.1. *Student's Gender*

Gender	female	male	total
Number	17	23	40
Percentage	42.5%	57.5%	100%

We asked this question because, generally, boys are more interested in playing video games than girls. **Table 3.1** shows that the majority of learners of English language (57.5%) are females, whereas only (42.5%) of informants are males. This difference between the two genders could be due to the fact that males prefer the scientific branches more than literal ones unlike girls who prefer this last one.

Question two: How old are you?

Table 3.2 *Students' Age*

Age	18	19	23	total
Number	22	16	2	40
Percentage	55%	40%	5%	100%

The aim behind this question is to show that students who are still young like playing video games more than older students. The results displayed in **Table 3.2** show that the majority of first year students are between the ages of 18-19 with a percentage of (95%), this means that these learners did not lose any academic year throughout their career of study; however, there is an exception of two learners with a percentage of (5%) who are 21years old, this could be due to many causes such as, losing one or two academic years.

Section two: Attitudes Towards Learning Language English as FL

This section aims at knowing learners' attitudes towards learning English as FL in the current research situation. Analyzing the results of this section is done through tables and descriptive paragraphs are summarized below.

Question 03: Do you enjoy studying English?

Table 3.3 *Students' Appreciation of Studying English*

Option	Yes	No
Number	38	2
Percentage	95%	5%

The aim behind this question is to gather information about students' attitudes . The results indicate that the majority of the students enjoy studying English which is beneficial for this study. This is due to the fact that students who are well motivated to study English would help facilitate the teaching process and the implementation of new teaching materials.

Question 04: How often do you participate in the classroom?

Table 3.4 *Students' participation inside classroom*

Frequency	sometimes	often	never	always	total
Number	14	6	17	3	40
Percentage	35%	15%	42.5%	7.5%	100%

The aim behind this question is to know if students are active inside the classroom or not.

Surprisingly, the results in **Table 3.4** illustrate that the majority of students have never participated inside the classroom with a percentage of (42.5%), most students participate sometimes and some even rarely and there are few students with a percentage of (7.5%) who always participate during

class sessions. The results showed that the majority of students are less active inside the classroom. This may be due to many reasons such as the lack of oral proficiency, the fear of judgment and shyness.

Question 05: How would you rate your oral proficiency?

Table. 3.5 *Students' Oral proficiency Self-Rating*

Degree	Low	Average	Good	Very Good	Total
Number	2	20	15	3	40
Percentage	5%	50%	37.5%	7.5%	100%

This question tries to explore students' self-evaluation of their oral proficiency. Thus, **Table3.5** reveals that the majority of students (50%) claimed to have an average speaking ability, while 37.5% students chose the option good level, only two students with a percentage of (5%) showed that they have a low level and three others (7.5%) claimed to have a very good level.

Question 06: What are the reasons behind the lack of participation? (You may tick more than one)

Table 3.6 *Reasons Behind Students' Lack of Participation*

Reasons	Number	Percentage
Anxiety	0	0%
Shyness	12	30%
Lack of Vocabulary	10	25%
Fear of mispronunciation	13	32.5%
Lack of motivation	0	0%
Boring topics	5	12.5%
Don not like the teaching method	4	10%

This question is of great utility to the study since it helps to reveal the reasons behind students' lack of participation, in order to find ways to solve this issue; especially when implementing a rarely used teaching technique. The results in **table 3.6** demonstrate that most students fear mispronouncing words (32.5%) this could explain the reasons behind students' lack of participation in the Oral Expression class. It seems that shyness and lack of vocabulary are also big problems to EFL first year students who represent a percentage of (25%) for the lack of vocabulary and (30%) for shyness. In addition to that, students complained about the boring topics with a percentage of (12.5%) and the teaching method with a percentage of (10%). This illustrates that EFL learners in the Department of English Guelma share the same problems, due to their intermediate level, lack of communication skills and maybe they do not know the strategies used in participating.

Section three: Attitudes toward playing video games and their impact on their oral proficiency

Question 07: Do you enjoy playing video games?

Table 3.7 *Attitudes towards video games*

Option	Yes	No	Total
Number	27	13	40
Percentage	67.5%	32.5%	100%

This question is the essence of this research because it is about using video games in the classroom. The results show that the majority of students enjoy playing video games while only (32.5%) of respondents showed that they do not enjoy this activity. This is encouraging to our study because when students enjoy playing video games, they could be interested in the implementation of this teaching technique while studying English as a FL.

Question 08: How often do you play video games?

Table 3.8 *Time Spent in Playing Video Games*

Frequency	Never	Sometimes	Often	Always	Total
Number	4	7	20	9	40
Percentage	10%	17.5%	50%	22.5%	100%

This question helps to figure out the number of students who are interested in playing video games. The results displayed on **Table 3.8** reveal that the majority of students play video games with a percentage of (50%), and there are some students who seem addicted to

playing them with a percentage of (22.5%). However, there are (17.5%) of them who play just sometimes, and a few students who do not prefer playing video games (10%). The results showed that the majority of students play video games, maybe because it gives them the opportunity to do things they would never be able to do in real life.

Question 09: What is your favourite video game?

Table 3.09 *Students' Criteria for video game selection*

Type	PUBG	CAD	Fee Fire	Total
Number	17	7	16	40
Percentage	42.5%	17.5%	40%	100%

This question simply aims at knowing students' favourite type of video games. The results show that PUBG is the most preferable game with a percentage of (45.5%), this could be due to many reasons such as the graphics, music or others. Learners apparently like playing Free Fire with a percentage of (40%) may be due to the same reasons as PUBG, whereas CAD had less percentage (17.5%) than others.

Question 10: Have you ever talked to native speakers while playing?

Table 10 *Students Experience with native speakers*

Option	Yes	No	Total
Number	22	18	40
Percentage	55%	45%	100%

The aim behind this question is to show whether there is contact with native speakers while playing video games or not. As it is shown in **Table 3. 10** below, most of the students reported that they talk to native speakers with a percentage of (55%) while others stated that

they have never talked to natives with a percentage of (45%), which is something good that could help students enhance their oral proficiency, reduce their shyness and gives them the chance to speak more freely.

Question 11: Do you think video games help learning a language?

Table 3.11 Students' Opinions about Video Game's Role in Learning English

Option	Yes	No
Number	36	4
Percentage	90%	10%

This question is so important. It seeks to gather information about students' opinions regarding the role of video games in learning English. Almost all students credit video games for enriching their vocabulary and teaching them new words, improving their pronunciation and accent, and even improving their listening skill. Concerning students who were against the idea they argued that playing video games is a way of destruction.

Here are some of the students' justifications:

As it is mentioned in the table above, almost all students with a percentage of, (90%) agree on the idea that video games play an important role in learning English as a foreign language by providing different arguments. Some argue that first, playing video games could help enrich their vocabulary package as well as exposing them to a different accent because of the interaction that could happen with native speakers. Second, learners have the chance to master the four skills unconsciously. Finally, yet importantly, video games are a free space where learners could express themselves freely without the fear of being judged. However, some students are against this idea with a percentage of (10%), because maybe they think that playing video games is simply a waste of time and it is a tool for disruption and not learning,

which should not be implied in the learning process.

12. Do you think video games can be used in classrooms? (Whether yes/no justify please)

Table 3.12 *Students' Opinion Concerning Playing Video game in Classrooms*

Option	Yes	No
Number	28	12
Percentage	70%	30%

This question has been asked in order to have an overview about students' opinions concerning the incorporation of video games in teaching methodology. Surprisingly, the majority of students are not against the idea with a percentage of (70%). This may be due to the positive effects that video games have on EFL learners, such as teaching them new words which lead to enrich their vocabulary along with improving their pronunciation.

13. Do you think online gaming may enhance your oral proficiency? (Whether yes/no justify please)

Table 3.13 *Students' Attitude towards online gaming*

Option	Yes	No
Number	25	15
Percentage	62.5%	37.5%

This question is the heart of this research. It seeks to know students' opinions about whether video games are a good tool to enhance speaking skill or not. The displayed results in **Table 3.13** illustrate that the majority of students asserted the fact that online gaming helps them improve their speaking skill.

Here are some of the students' justifications

The majority of students with a percentage of (62.5%) claimed that video games help them improve their oral proficiency, but unfortunately only few students who justify their answers. According to their answers, video games help expand the vocabulary of players, because most games provide a lot of both textual and audible information which reinforce the new required vocabulary that comes in the form of many repetitive actions during the gameplay. Second, video games are considered as a good way of learning proper pronunciation via cuteness. Lastly, video games help practice speaking skill due to the multiplayer and cooperative nature of many games.

3.2.2. Discussing the Finding of Students' Questionnaire

The results obtained from the students' questionnaire have led to important findings. Firstly, the majority of learners who participated in this survey have chosen to study English because they love it. This means that they are interested in learning English. In addition, they had an average level in English, which indicates that they have considerable abilities that make them willing to develop their level.

Concerning the second section, the findings imply that first year EFL students face difficulties which are considered as real obstacles in practising their speaking skill, such as; fear of mispronunciation and lack of vocabulary. This ensures that there are some of them who are introverted learners, in addition to the average level of oral proficiency as it was claimed by half of the students in the fifth question of section two. This could be the main reason that prevents them from participating in the oral expression module regularly.

The analysis of section three clarified that the majority of students not only enjoy playing video games, but also make new connections with native speakers while playing them, and this gives them the chance to speak more freely without any fear. So, the reason behind students' agreement on the implementation of video games in the classroom has become clear now.

3.3. Questionnaire for Teachers

The teachers' questionnaire consists of fifteen (15) questions which are divided into three main sections. The first section contains two (02) questions about teachers' background information. The second is about teachers' attitudes towards teaching speaking skills. It contains seven (07) questions. The last section contains six questions that ask about teachers'

attitudes towards the importance of online video games in enhancing learners' speaking skill. The questions range from close-ended questions which require the teachers to choose "yes" or "no" answers, multiple-choice questions, or open questions where teachers are requested to give explanations, suggestions or alternatives.

3.3.1. Analysis and Interpretation of Data from Teachers'

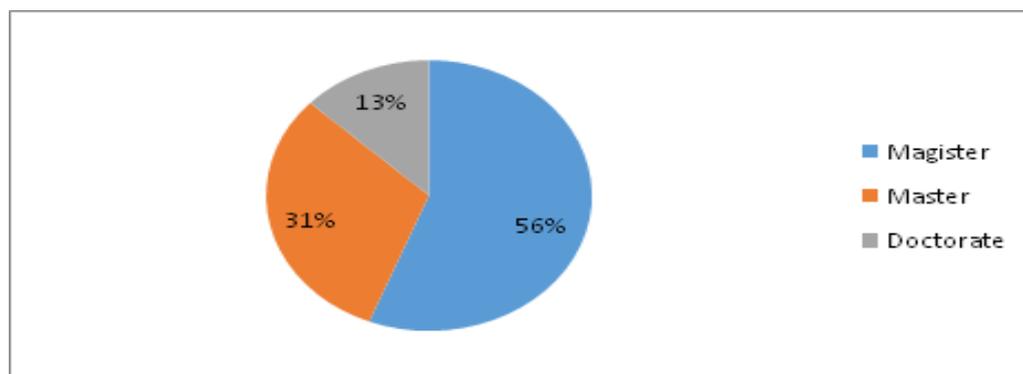
Questionnaire Section One: Background Information (Q1-Q2)

In this section, the questions are devoted to getting general information about the teachers' academic qualifications and teaching experiences in teaching English as FL. The results are presented in figures with statistical information, and also analyzed qualitatively in the following paragraphs.

Question01: your highest academic degree?

As it is shown in **Figure 3. 1**, more than half of the teachers have a Magister degree (56%) while (31%) have master's degrees and (13%) have doctorates. The results indicate that teachers are qualified to teach at the university level; however, for teachers with a Master Degree, it means they are part time teachers and they are probably still doing their higher studies, this is due to the large number of students and the lack of teachers in the current research context.

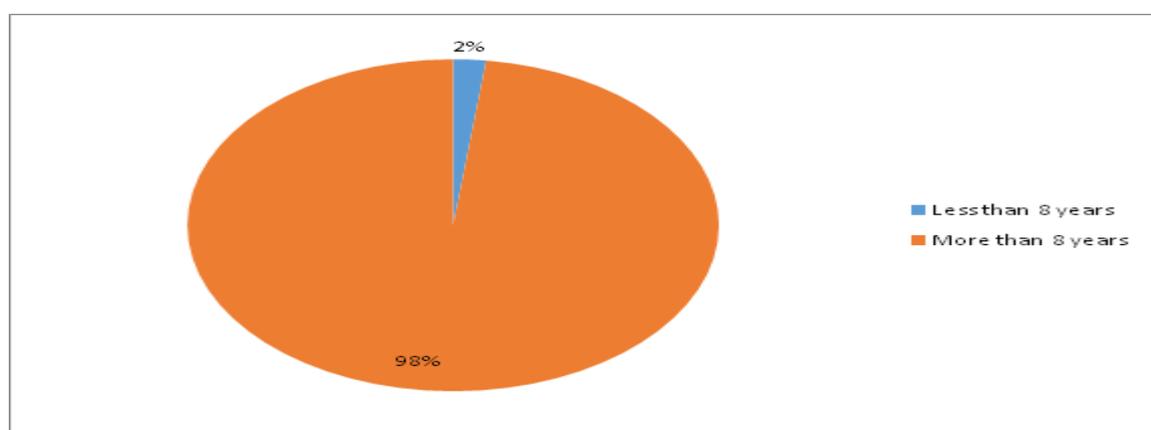
Figure 3.1 Teachers' Qualifications



Question 02: How long have you been teaching English at the Department of English?

Question two is asked in order to know how long the teachers have been teaching English, and as it is shown in **Figure 3.2**, the results reveal that all teachers have a great experience of teaching in the department of English. More precisely, (98%) of the respondents have reported that they were teaching English for more than eight (08) years, while (02%) of teachers teach less than eight (08) years.

Figure 3.2 *Number of years teaching English*



Section Two: Teacher's attitudes towards teaching speaking(Q3-Q9)

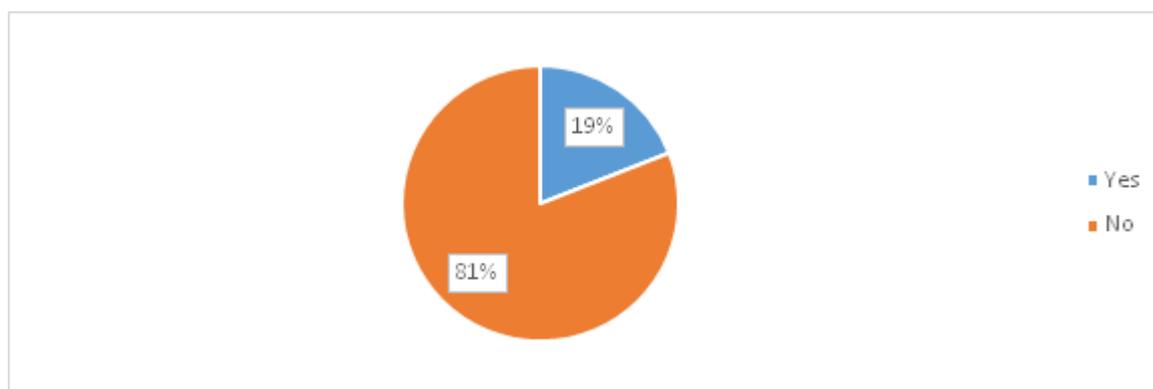
The second section encompasses seven questions (Q7). It starts with the third question (Q3) till the ninth one (09). It deals with a set of questions about speaking skills, the difficulties that may face students, and the activities mostly used by teachers to enhance classroom interaction, in addition to questions that inquire about teachers' attitudes towards the use of video games outside and inside the classroom.

Question 03: Do you think that Oral Expression is the only necessary module to develop learners' speaking skill?

According to the displayed results in **Figure 3.3**, the majority of teachers (81%) believe that the Oral Expression module is not the only opportunity for learners to develop their

speaking ability. Which means that other modules may also help in enhancing students' speaking skills. This implies that teachers have a considerable degree of awareness concerning the importance of the speaking skill and the ways to develop it in the present context.

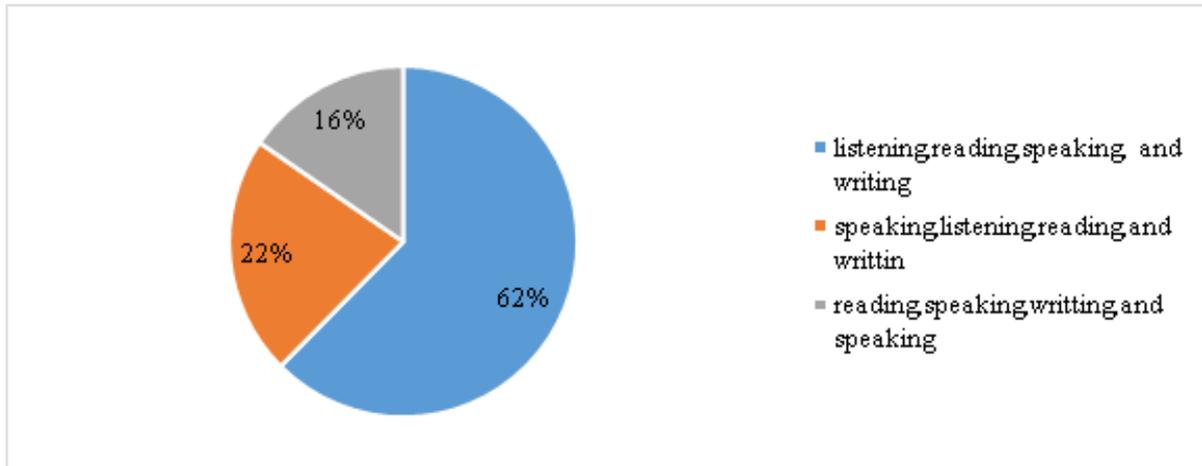
Figure 3.3 *Oral Expression module's importance*



Question 04: Can you order the four language skills (Listening, speaking, reading, and writing) according to their importance inside the classroom?

In this question, and as it is shown in **Figure 3.4**, teachers have ordered the four-language skills according to their importance inside the classroom. respectively, (62. %) of the teachers gave the same order as (listening, reading, speaking and writing). This indicates that teachers believe that the receptive skills precede the productive skill because they prepare language learners to distinguish between the sound and its correct pronunciation on one hand, and makes them relate the graphic symbols to their written form in English. Moreover, (22%) of teachers ordered them as (speaking, reading, listening, and writing). While the last (16%) have given this order (reading, speaking, writing, and listening).

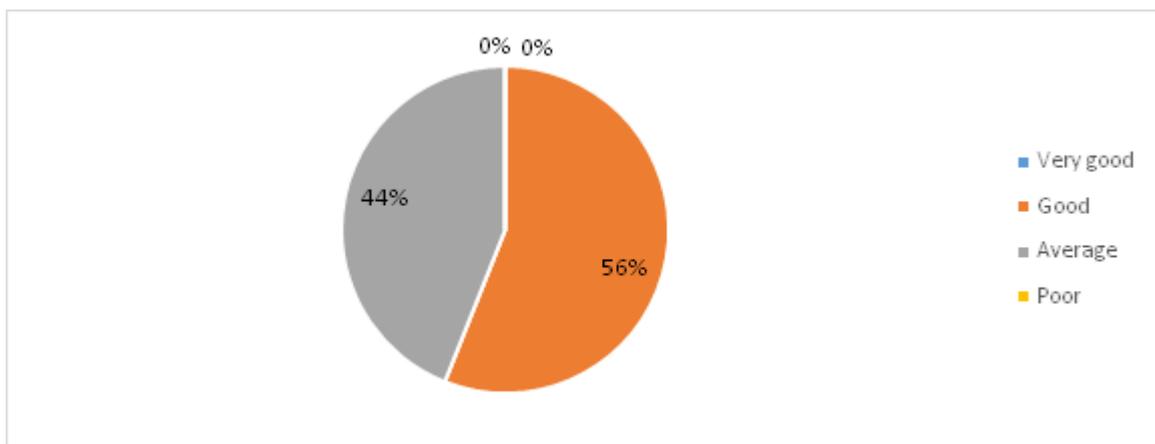
Figure 3.4 *Language skills order*



Question 05: How do you consider your student's level in speaking?

As it is shown in **Figure 3.5**, (56%) of teachers reported that students have a good speaking ability, while (44%) of informants confirmed that students have only an average level in speaking. This illustrates that the students do not have low speaking abilities, but still need more practice to develop them.

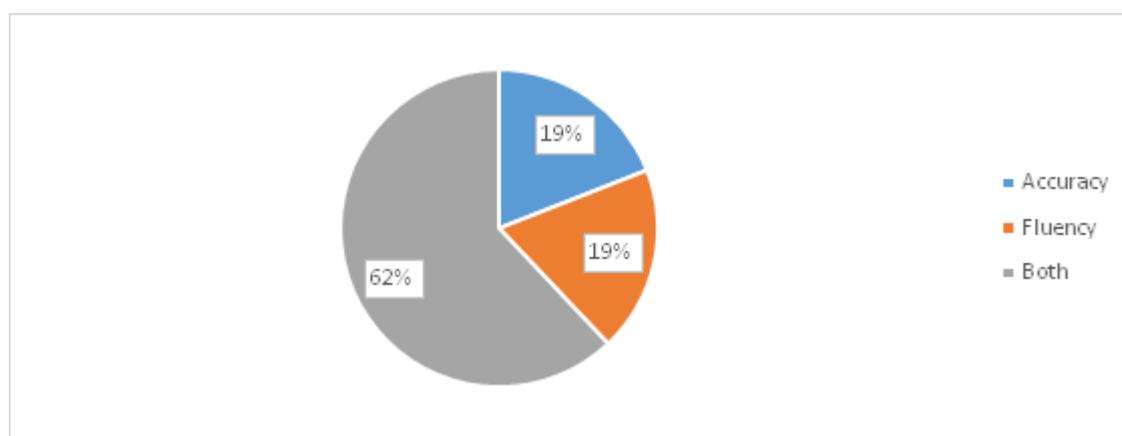
Figure 3.5 *Student's level*



Question 06: Which of these aspects do you think is more important / do you focus on in classroom interaction? Justify

Concerning this question, and as it is presented in **Figure 3.6**, (62%) of teachers confirmed that they focus on both accuracy and fluency to create classroom interaction; however, (19%) of the teachers focus on accuracy and the other (19%) on fluency. This implies that most of the teachers can not focus on one and neglect the other because speaking needs both accuracy and fluency.

Figure 3.6 *The most important aspect in classroom interaction*

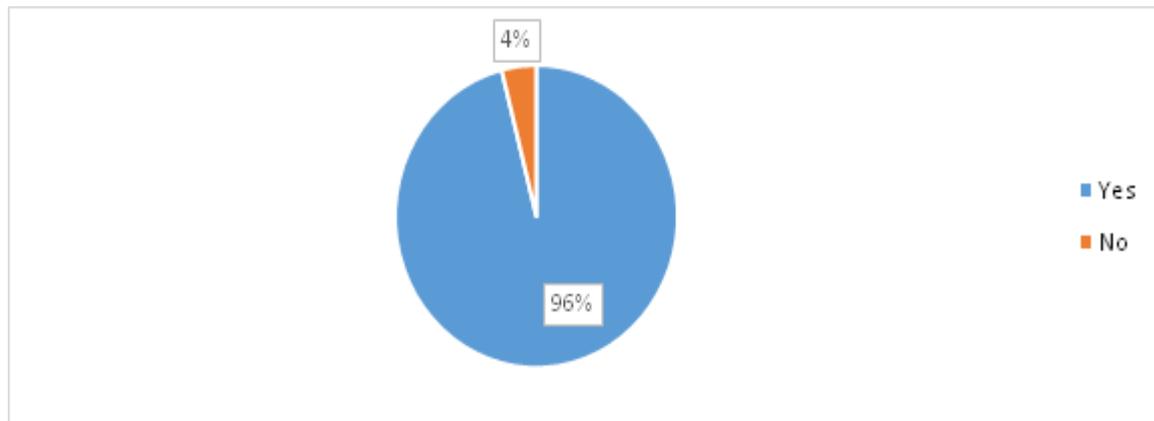


Teachers have justified their answers differently. For example, they do not focus on just one aspect and ignore the other because they go hand in hand so that if the students keep focusing on accuracy, they cannot communicate their thoughts and share them publicly, while other teachers who focus on accuracy said that they focus on language construction to ensure that the language item is produced accurately, whereas those who focus on fluency they state that the most important is the message to be clear.

Question 07: Do your EFL students face difficulties in speaking?

According to the results shown in **Figure 3.7**, almost all the teachers (96%) said that their students face difficulties with speaking, which confirms that speaking is not an easy task to achieve. It seems difficult as well as challenging. While (04%) have answered that their students do not face difficulties in speaking.

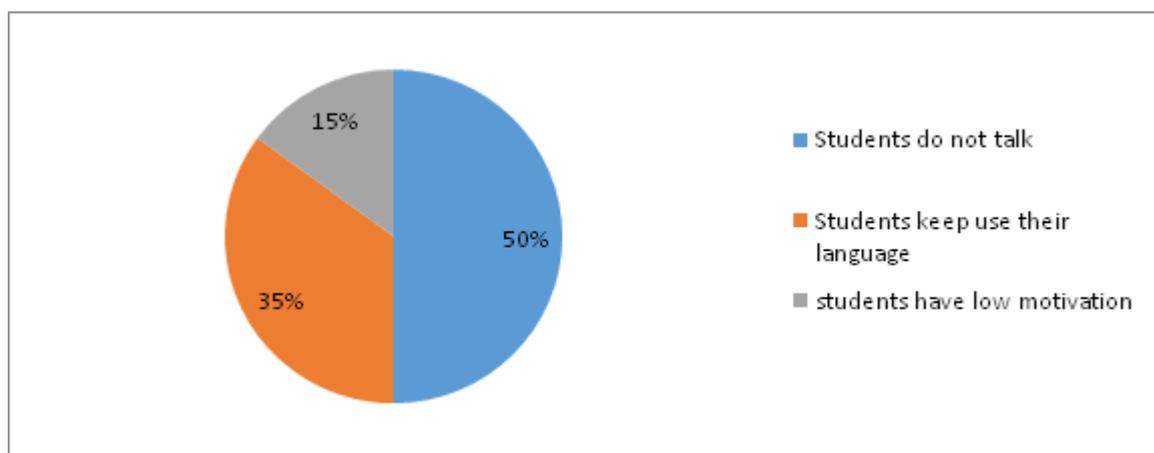
Figure3.7 *Students' difficulties in speaking*



Question 08: From the following problems; what is/ are the most common problem (s) faced by your students during the session?

As the results given in **Figure 3.8** indicate, half of the teachers (50%) said that the most common problem is that students do not talk in the classroom, while others (35%) of them stated that students keep using their first language during the classroom interaction, and teachers who represent (15%) said that students have low motivation to speak. This confirms that their students are always silent and do not try to interact with each other.

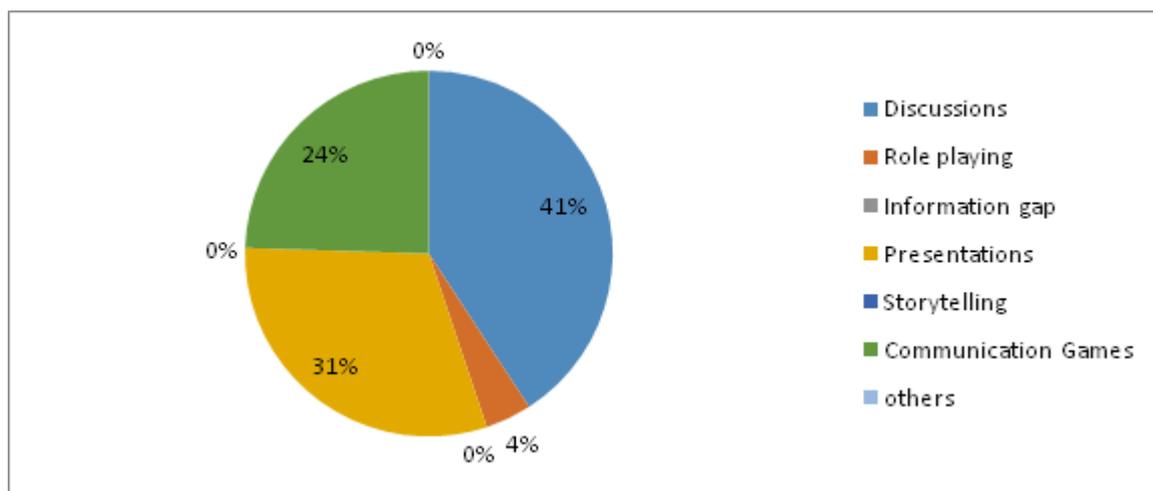
Figure 3.8 *Speaking difficulties that face students*



Question 09: Which activity (s) do you focus on in order to create a successful interaction?

The results which are demonstrated in **Figure 3.9**, (41%) of teachers reported that they focus on the use of discussion activities, while (31%) of them stated that they oral presentations in classrooms; whereas, (24%) of participants agreed on the use of communication games in order to achieve efficient classroom participation and interaction. Therefore, each teacher uses a different teaching technique according to their students' needs and classroom conditions.

Figure 3.9 *Activities used to create classroom interaction*

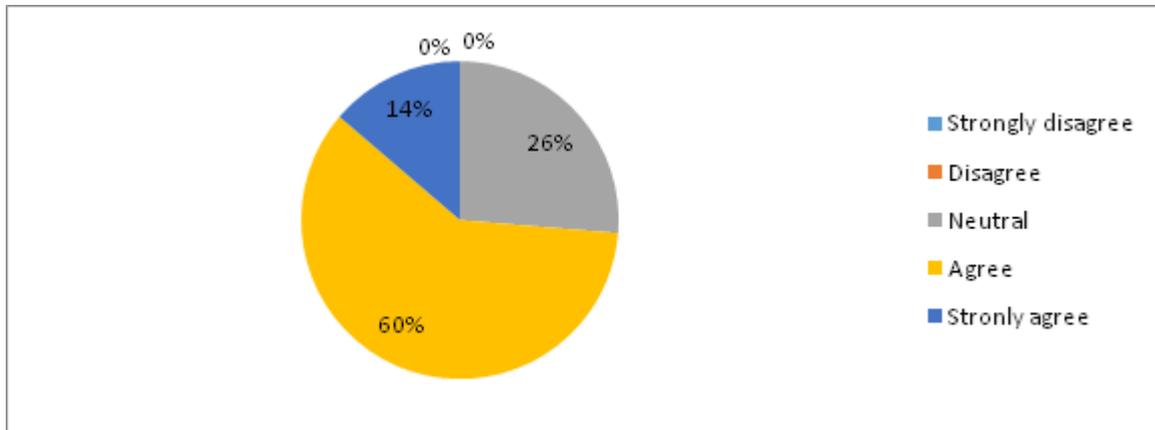


Question 10: To what extent do you agree/disagree that playing video games can help students in developing their speaking skill?

According to the given results in **Figure 3.10**, most of teachers who represent (60%) from the sample agreed that playing video games would help in enhancing learners' speaking skill, (14%) of them strongly agreed, while the others who represent (26%) have neutral attitudes towards the importance of playing games in developing learners' speaking abilities.

Accordingly, It is highly deduced that teachers ensured the positive role of video games to increase their students' proficiency in speaking.

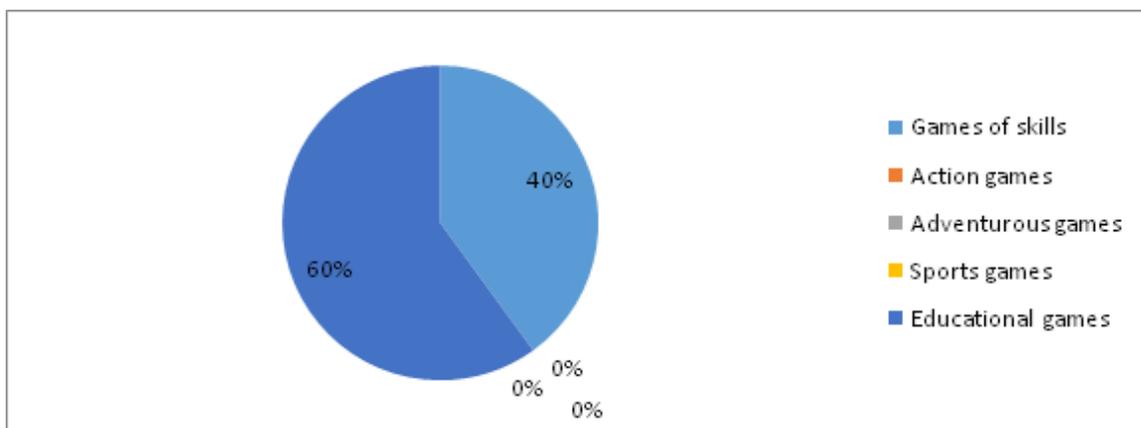
Figure 3.10 *Teachers' Attitudes towards Using Video Games*



Question 11: Which kind of video games do you consider the most important for students to increase their speaking ability outside the classroom?

As it is indicated in **Figure 3.11** below, (60%) of the teachers considered that educational games are the most important for students to increase their speaking ability outside the classroom, while (40%) of them chose games of skills. These findings highlight that teachers give these two kinds of games an importance in increasing the students' speaking abilities, and may imply their willingness to implement them in classrooms.

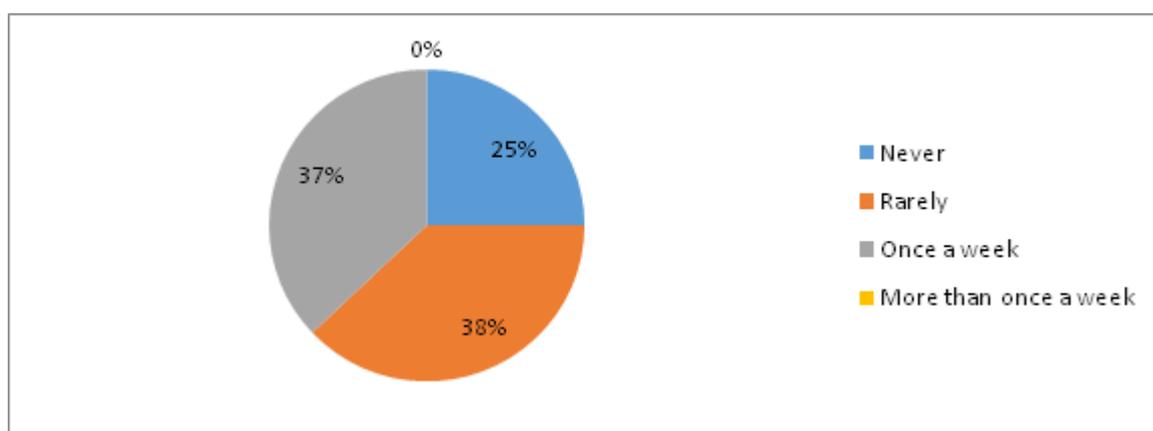
Figure 3.11 *The most important video games for students outside the classroom*



Question 12: How many times do you use games in your sessions?

It is obvious in **Figure 3.12**, that (38%) of teachers stated that they rarely use games in their sessions, and (37%) of them use games once a week, while (25%) never use games. This indicates that games in the learning and teaching process are not neglected, but they are not used by all teachers in the department of English in the current context.

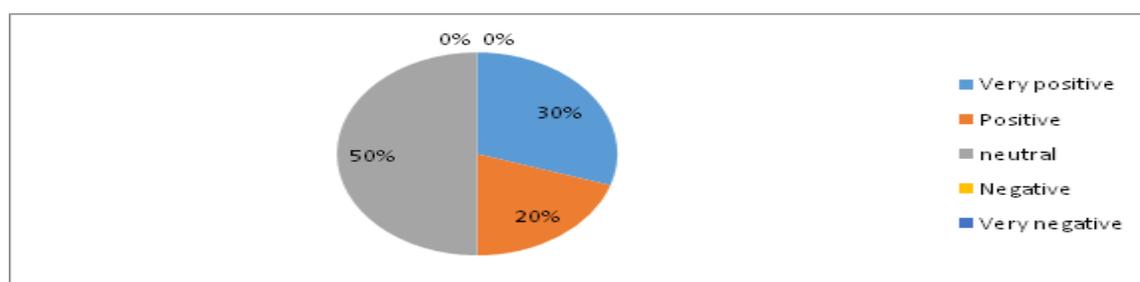
Figure 3.12 *Times of using games in the session*



Question 13: How would you rate student’s use of video games outside the classroom in order to develop their speaking skill?

Figure 3.13 shows that half the number of participants (50%) indicated their neutral position towards using video games inside the classroom, while others reported that they are between very positive (30%) and positive (20%) towards this research issue. This strongly indicates that teachers are giving positive feedback about using/playing video games outside the classroom.

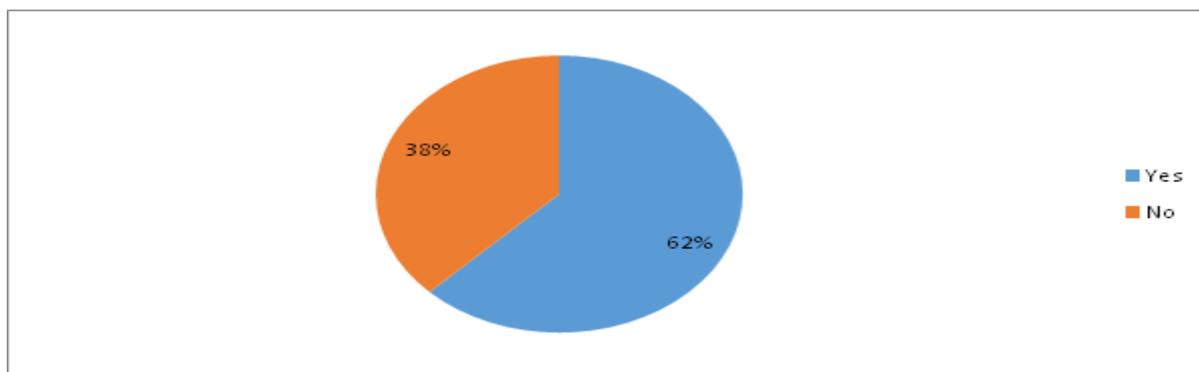
Figure 3.13 *Teachers’ attitudes towards using video games outside the classroom*



Question 14: Do you motivate your students to use video games in order to develop their competencies in using the English language?

Concerning the results of **Figure 3.14**, they demonstrate that (62%) of informants tend to motivate their students to use video games in order to develop their competencies, while (38%) of them reported that they do not do that. This clarifies that there are some teachers who help learners to enhance their speaking skills and overcome their difficulties in speaking by motivating them to play video games.

Figure 3.14 Students' motivation to use video games

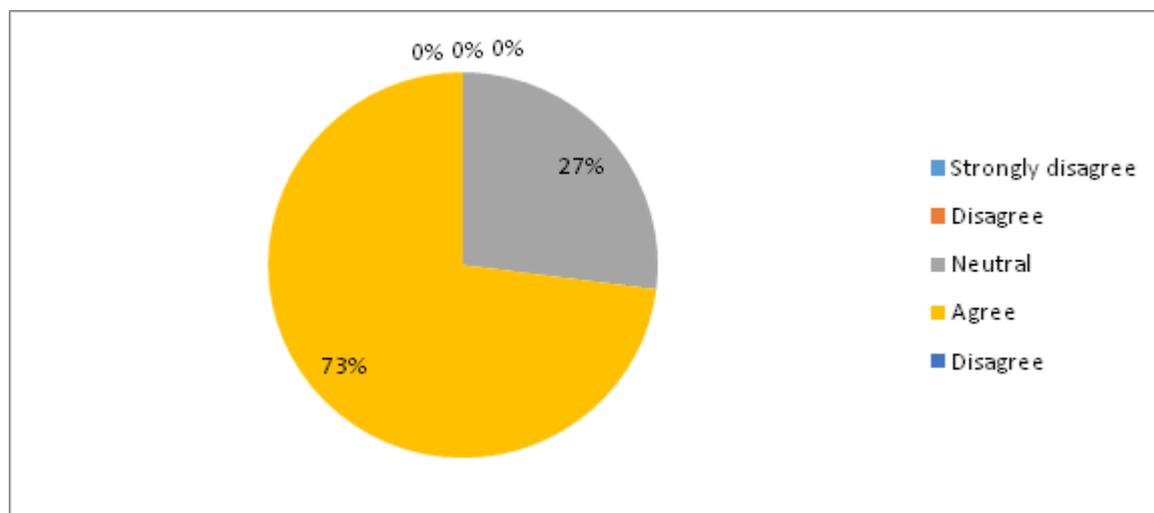


Question 15: To what extent do you agree/disagree with the incorporation of playing educational video games inside the classroom for enhancing learners' speaking skill?

Justify

As it is revealed from **Figure 3.15**, (73%) of the teachers agreed about the incorporation of playing educational video games inside the classroom to enhance learners' speaking skills and the other percentage of them (27%) represents teachers who are neutral. This highly clarifies that the majority of participants accept the need to incorporate playing educational video games into the classroom in order to better improve students' speaking skills

Figure 3.15 *Teachers' attitudes towards the incorporation of playing educational video games*



Teachers have justified their answers differently. For example, they noticed that students are interested in video games in general, so integrating new teaching method could motivate them more, and educational video gaming can help students in different levels of learning to exchange cultural and linguistic aspects of the speech community they are interacting with since they need to communicate the information with native speakers from a real context.

3.3.2. Discussing the Finding of the Teachers' Questionnaire

The teachers' questionnaire findings revealed that more than half of teachers (56%) held a Magister degree, and they have been teaching English for more than eight (08) years; hence they are experienced in teaching English. The second section indicates that (81%) of the teachers confirmed that Oral Expression is not the only module to develop learners' speaking ability, (63%) of the teachers use both accuracy and fluency in classroom interaction. Almost all teachers notice that their students face difficulties and different problems, (students do not talk or say anything, students keep using their own language, and students have low

motivation to learn English). (41%) of teachers tend to solve those difficulties through Discussions, and (31%) through presentations, and (24%) through communication games.

The findings of the third section indicate that (56%) agreed and (14%) strongly agreed while others were neutral about playing video games to develop the students' speaking skill. Teachers were between playing educational games and games of skills outside the classroom in order to increase student's ability. Teachers rarely use games in their sessions, but most of them motivate their students to use video games to develop their competences in using the English language. (73%) of the teachers are with the incorporation of playing educational games inside the classroom for enhancing learners' speaking skill.

Based on the results above, it is observed that teachers introduce different activities to overcome students' speaking difficulties, and since they are experienced; they agree that using video games inside and outside the classroom are useful and helpful to enhance students' speaking skill. In addition, since students face different struggles, teachers motivate them according to their needs to play video games in order to better improve their speaking skill.

3.4. Pedagogical Implications

Based on the achievable results of the present study, it is possible to give a number of implications and recommendations for both teachers and first year students at the Department of English. Since most teachers agree about the importance of using video games, we recommend them to use video games especially educational ones inside and outside the classroom because speaking is not an easy task. It needs more materials and techniques to be improved, they may use technological techniques like online applications. Moreover, students should be creative regarding the inclusion of technology in their learning process and they should follow their teachers' guidance, advice, and concentrate more on the difficulties in order to cope with them.

3. 5. Suggestions and Further Research

The present study has used a qualitative method to gather information from the sample through administering students and teachers' questionnaires. The first was with only first year students and the second was with the teachers at the Department of Guelma University, which would help us confirm the research hypothesis. It is suggested for future researchers who want to work on teachers and students 'attitudes towards the impact of using video games Online Video Games on Learners' Foreign Language Speaking Skill that they need to include a larger sample, and to use more experimental and testing research strategies to test their degree of efficiency. In addition to that, this research focuses only on the speaking skill, so, it is better for future researchers to concentrate on the other skills (writing, listening, and reading) or other aspects like students' self- confidence, anxiety, and motivation.

3. 6. Limitations of the Study

Actually, this study has some limitations. First of all, the research is investigated with a small number of participants either students or teachers. It was supposed to administer the students' and teachers 'questionnaires to the whole number of each category, and all but "vacations" and "coronavirus" make it impossible. A solution was proposed, in which the questionnaire was posted on the first-year group Facebook, but the teachers' one was posted on all the Facebook groups resulting in just 40 students and 16 teachers who answered them. Since there is no time for attending more, only these numbers (40) of students and (16) of teachers were taken into consideration while analyzing and interpreting the data. These obstacles prevent the researchers from generalizing the findings on the whole population at the present time.

Conclusion

Chapter three has highlighted the methodology of the research. It started by describing, analyzing, and finally discussing the finding results of both questionnaires. Moreover, this chapter tackled some suggestions and recommendations for both teachers and students; it also referred to the limitations that faced the researchers during the research process. These findings would be of great importance in answering the research questions and testing the hypothesis in the general conclusion of the paper.

GENERAL CONCLUSION

The present study aimed at examining teachers' perceptions and attitudes towards the use of video games inside the classroom in order to enhance the learners' oral proficiency. Since the majority of today's learners enjoy and prefer playing games, teachers should consider this and accept the fact that technology has improved almost in all aspects of life including education. Thus, it was hypothesized that both teachers and students would hold a positive attitude towards the implementation of video games as a new teaching method.

In order to test the research hypothesis, two main qualitative and quantitative data collection tools have been used: two questionnaires. The former has been distributed to sixteen teachers of English at Guelma University to know their perception and attitudes towards the Implementation of video games inside the Classroom. Then, another questionnaire was administered to forty first year LMD students of English from the same department in order to investigate their attitudes towards video games.

Through these research tools, the research questions were answered and the alternative hypothesis was confirmed. The data collected from the students' questionnaire showed that first year EFL students mostly encourage the implementation of video games in the classroom since most of them are gamers or play regularly. The findings of the teachers' questionnaire revealed that the majority of students do not speak during the session. This creates a huge obstacle for teachers, but this does not stop them from trying different techniques to enhance their students' level in speaking. One of those techniques was communication games and educational video games in order to achieve efficient classroom participation and interaction. Thus, it is clear that teachers have a positive attitude towards implementing games in the classroom.

Consequently, the analysis of the data gathered from the research has shown the strong connection first year students have with video games. Most students play video games on a



daily basis for a significant amount of time, which is encouraging for the implementation of video games as a teaching method to enhance EFL students' oral proficiency and increase their desire to speak. Teachers and researchers should give more attention to the exploration of this teaching method.

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APPENDICES

Appendix A

Students' Questionnaire

Dear students, this questionnaire is devoted to the collection of data for my Master Two graduation's research which is concerned with the influence of online gaming on enhancing students' oral proficiency. You are kindly asked to answer the following questions as honestly as you can. Your confidentiality is guaranteed.

HEMAIDIA Fulla

OBEIZI Rania

Section I Students Background

1. What's Your gender ?
 - a. Male
 - b. Female

2. How old are you?
 - a. 19
 - b. 20
 - More.....

Section II Students' Attitudes towards Language Learning English as Foreign Language

3. Do you enjoy studying English?
 - a. Yes
 - b. No

4. How often do you participate in the classroom?
 - a. Never

b. Sometimes

c. Often

d. Always

5. How would you rate your oral proficiency? From 1 to 5.....

6. In your opinion, what are the reasons behind the lack of participation?

a. Anxiety

b. Shyness

c. Lack of vocabulary

d. Fear of mispronunciation

e. Lack of motivation

f. Boring topics

g. Don't like the teaching method

Section III Attitudes toward playing video games and their impact on their oral proficiency

7. Do you enjoy playing Video Games?

a. Yes

b. No

8. How often do you play Video Games?

a. Never

b. Sometimes

c. Often

d. Always

9. What is your favourite Video Game?

a. Call of Duty

b. PUBG

c. Free Fire

d. Other (please specify).....

10. Have you ever spoken with native speakers while playing?

a. Yes

b. No

11. Do you think Video Games help learning a language?(justify please)

a. Yes

b. No

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12. Do you think Video Games can be used in classrooms? (justify please)

a. Yes

b. No

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13. Do you think Online Gaming help enhancing your oral proficiency?(justify please)

a. Yes

b. No

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Thank you for your collaboration.

Appendix B

Teachers' questionnaire

Dear teachers:

You are kindly asked to answer this questionnaire which would be confidential about exploring teacher's and student's attitudes towards the importance of Online video games on learner's foreign language speaking skill. We are interested in your point of view as you represent the source of inquiry because your answers are very important for the validity of the research. Your time, help, effort and cooperation in answering the following questions are highly appreciated.

Mrs. HEMAIDIA Fulla

Ms.OBEIZI Rania

Section One: Background Information (Q1-Q2)

1. your highest academic degree?

a. Master

b. Magister

c. Doctorate

2. How long have you been teaching at the Department of English?

.....year(s).

Section two: Teacher's attitudes towards teaching speaking skill(Q3-Q9)

3. Do you think that oral expression is the only necessary module to develop learner's speaking skill?

a. Yes

b. No

4. Can you order the four language skills (Listening, speaking, reading, and writing) according to their importance inside the classroom?

- a. The listening skill
- b. The speaking skill
- c. The reading skill
- d. The writing skill

5. How do you consider your student's level in speaking?

- a. Very good
- b. Good
- c. Average
- d. Poor

6. Which of these aspects do you think is more important / do you focus on in classroom interaction?

- a. Fluency
- b. accuracy
- both

Could you justify your answer!

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7. Do your EFL students face difficulties in speaking?

- Yes
- No

8. From the following problems; what is / are the most common problem (s) faced by your students during the session?

a. Students do not want to talk or say anything.

b. Students keep using their language (mother tongue).

c. Students have low motivation to learn English.

9. Which activity (s) do you focus on in order to create a successful interaction?

a. Discussions. e. Storytelling

b. Role-playing. f. Communication games

c. Information gap. **h.**

Others

d. Presentations

Section three: Teachers' attitudes towards the importance of Online video Games in Enhancing Learner's Speaking Skill (Q10-Q15)

10. To what extent do you agree/disagree that playing video games can help students in developing their speaking skill?

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

11. Which kind of video games do you consider the most important for students to increase their speaking ability outside the classroom?

a. Games of skill

b. Action games

c. Adventurous games

d. Sports games

e. Educational games

12. How many times do you use games in your sessions?

a. Never

b. Rarely

c. Once a week

d. More than once a week

13. How would you rate the use of video games in the classroom?

a. Very positive

b. Somewhat positive

c. Neither positive nor negative

d. Somewhat negative

e. Very negative

Please, justify your answer?

14. Do you motivate your students to use video games in order to develop their competencies in using the English language?

Yes

No

15. To what extent do you agree / disagree with the incorporation of playing educational video games inside the classroom for enhancing learner's speaking skill?

a. Strongly disagree

b. Disagree

c. Neutral

d. Agree

e. Strongly agree

justify your answer

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Thank you for your valuable time and cooperation

ملخص

تسعى الدراسة الحالية إلى تقصي تصورات الاساتذة والطلاب حول تأثير ألعاب الفيديو عبر الإنترنت على قدرات التحدث لدى متعلمي اللغات الأجنبية. ومن ثم، فإنه يفترض وجود مواقف إيجابية أو سلبية بين كل من الطالب والاساتذة حول العالقة بين استخدام ألعاب الفيديو عبر الإنترنت وتعزيز مهارات التحدث. لتحقيق هدف البحث و اختبار فرضية البحث تم استخدام المنهج النوعي. بالإضافة إلى ذلك، تم جمع بيانات حول وجهات نظر الأساتذة والطلاب باستخدام استبيانين؛ الاول كان يدار بأربعين (40) طالبًا في السنة الأولى مسجلين في قسم اللغة الإنجليزية، جامعة 8 ماي 1945، قالمة، الجزائر؛ بينما تم إجراء الاستبيان الثاني إلكترونيًا بمشاركة ستة عشر (16) استاذا يقومون بالتدريس في نفس القسم. أظهرت النتائج التي تم الحصول عليها أن غالبية الأساتذة والطلاب لديهم مواقف إيجابية تجاه تنفيذ ألعاب الفيديو من أجل تطوير الكفاءة الشفوية للمتعلمين.. لذلك، يوصى باستخدامها وتشجيع المزيد من الاساتذة والطلاب على استكشاف طريقة التدريس الجديدة هذه.

الكلمات المفتاحية: ألعاب الفيديو. مهارة التحدث؛ تصورات الأساتذة والطلاب

Résumé

Cette recherche a pour but l'exploration du rôle des jeux vidéo et leur importance dans l'amélioration de la compétence orale des étudiants à l'université de Guelma. La présente étude suppose qu'il existe des attitudes positives ou négatives parmi les étudiants et les enseignants concernant la relation entre l'utilisation de jeux vidéo en ligne et l'amélioration de la compétence orale des étudiants. Afin d'atteindre les objectifs de cette recherche et de tester son hypothèse, une méthode qualitative est utilisée. Deux questionnaires seront utilisés pour la collecte des données concernant les points de vue des enseignants et étudiants. Le premier est administré à 40 étudiants de première année inscrits au département d'anglais, Université de 08 Mai 1945 Guelma ; tandis que le second questionnaire sera mené auprès de seize enseignants d'expression orale pratiquant dans le même département. Les résultats obtenus montrent que enseignants et étudiants maintiennent une attitude positive concernant l'utilisation des jeux vidéo pour l'amélioration de la compétence orale. Pour conclure, cette recherche encourage l'utilisation des jeux vidéo pour améliorer la compétence orale.

Les mots clé : Jeux Vidéo, compétence orale, étudiants de langue anglaise