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Institute of Letters and Languages
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**The Impact of Game-Based Learning on Promoting
EFL Students' Speaking Skill.**

The Case of Second Year Students of English at Boulhadj Bouchaib University
Centre

***An Extended Essay Submitted in Partial Fulfilment of the Requirement for a
Master's Degree in Linguistics***

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Dedication

I dedicate this work to:

All the comments that have boosted me to plan for a better life

Thank you so much you have changed my life

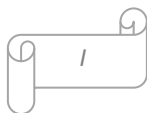
To my dear family, my sweet and precious mother “Gaid Zahia” and my father
“Meghdir Abdelkader”

My two brothers “Zohir” and “Habibo”.

My best friend “Meriem” who has really helped me and been there all the time

To “Aya” “khadija” “Abir” “Oumnia” “ Meriem”

I love you all



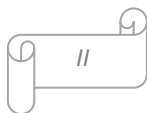
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Abstract

With the growing expansion of technology and the coming of groundbreaking technological tools, video games are deployed. In the recent years, the internet has turned the online communication world from something independent and stagnant into one with the ability to be collaborative and social. Digital games have evolved from very simplistic and plain games to become one of the major virtual entertainment tools. Digital games go beyond the traditional media tools to an immersive developed gameplay with a plot, characters, and other features proffered by technology. The present work main goal is to study the impact of game-based learning on promoting students' speaking skill and vocabulary along with examining the effect of gaming on their proficiency and achievements. This survey was carried in the department of English and letters at Belhadj Bouchaib University centre of Ain Temouchent. For the sample involved in this research, second year EFL students precisely gamers are addressed via their group facebook to answer a questionnaire. Besides, a structured interview is designed to oral expression teachers in order to collect data. The gathered data were analyzed quantitatively and qualitatively. On balance, results indicate that video games have massive advantages reflected in the learning process among which they effect greatly players' (students) speaking abilities and enrich their vocabulary even pronunciation. In addition, the data revealed that digital games do have significant outcomes and influence on students' achievements including the improvement of soft skills and spatial skills; problem solving and critical thinking. Finally, this study shows that game-based learning is serving students' needs and affecting positively their speaking language development as well as their speaking skill.

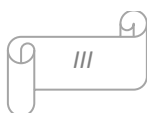


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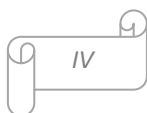
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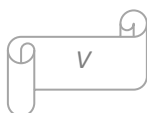
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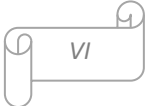
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List of Acronyms

AI: Artificial Intelligence

AIDS: Acquired Immune Deficiency Syndrome

DG: Digital Games

Esports: Electronic Sports

FPS: First Person Shooter

GBL: Game Based Learning

GPU: Graphics Processing Unit

ICT: Information and Communication Technology

LSRW: Listening Speaking Reading Writing

MIT: Massachusetts Institute of Technology

MMO: Massively Multiplayer Online

MMORPG: Massively Multi Player Online Role-Playing Game

MRI: Magnetic Resonance Imaging

NPC: Non- player character

VGs: Video Games

General Introduction

General Introduction

Technology has largely helped in advancing materials that are used in teaching and learning. One of the tools that polarized a number of people including children, students, business man and scientists are video games. The principal notion of VGs was enjoying in a virtual environment, but nowadays they have become a main stream in game-based learning. Video games have been nothing greater than shapes moving in black and white screens. They ought not to incorporate any narratives due to the fact that they lack fascinating pictures and a plot that lasted until the middle of 1980s. Gradually, they end up by containing complex phrases, plots, and gameplay in general. Hence, they have come out of the ordinary games to increasingly interacting one having audible and visual traits that are identical to movies. For that reason EFL learners use them as satisfactory method to reach their needs.

Game-based learning has become the core of modern games. Generally, digital games are designed to have a learning outcome with the existence of sophisticated gameplay and simulation of interactivity. Likewise, it has become intrinsic in EFL learning and teaching. For its impact in fostering multiple skills, it has gained a remarkable place among students.

Video games are played by a range of diversified demographic all around the world including Algeria as it is deemed to be a powerful learning tool, chiefly for L2 learners. This research is a case study to explore the implementation of video games in promoting the English language specifically the speaking skill. Hence, exploring the leverages of gaming in relation to students' proficiency.

The objective of this study is to examine the impact of gaming on the development of students' speaking skill. Thus, two research instruments have been adopted to fulfill this investigation. On one hand, an online questionnaire addressed to second year EFL students of Belhadj Bouchaib University Centre of Ain Temouchent, it was displayed on their facebook group « Second Year English Students CUAT ». On the other hand, a structured interview has

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been arranged with oral expression teachers. The data were both quantitatively and qualitatively analyzed.

In this essence, this research is concerned with shedding light on video games' prominence not only as an entertaining tool but an educating one. Hence, two research questions have been formulated, they are as follow:

1. What is the impact of game based instruction on EFL students' learning and achievements?
2. To what extent does the use of games help in promoting EFL students' speaking skill?

In parallel with these questions, two hypotheses have been proposed

1. Game based instruction offer the possibility to EFL students exploring the language providing them with a learning environment that helps in improving their skills.
2. The use of games strongly help in promoting EFL students' speaking skill since the latter include dialogues that boost learners to compile new words and vocabulary in the target language.

In order to carry on this research, three chapters have been tackled in the frame of investigating the anticipation of video games in English learning process, they are presented as follow:

The first chapter provides a review about game-based learning and its relation with the speaking skill. It will also mention the traditional and modern learning methods with some notions and definitions of some other concepts.

The second chapter is about the methodology and research design, it describes the methods used throughout the process of collecting data in addition to the research tools.

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Accordingly, the sample included in this study is also discussed. The interpretation and analysis of the data gathered via the interview and questionnaire from Belhadj Bouchaib University Centre students and teachers precisely the oral expression ones.

The third chapter is devoted to discussing the main results giving some suggestions and recommendations that invite other researchers to expend this work and open doors for further investigations.

Chapter One: The Role of Game-Based Learning in Enhancing Learners' Speaking Skill

1.1 Introduction

1.2 Educational Technology

1.2.1 The Significance of Technology in Learning

1.2.1 Information and Communication Technology

1.3 Traditional vs. Modern Learning Methods

1.3.1 Traditional learning

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1.4 Game-Based Learning vs. Gamification

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Chapter One: The Role of Game-Based Learning in Enhancing Speaking Skill

1.1 Introduction

Learning a foreign language starts with listening first; then producing the acquired skills. Therefore, issues related to speaking are considered an obstacle while performing. For that reason, Learners are always investing in for an amusing, unprecedented and a reliable tool they can rely on during their learning journey. Sometimes they find themselves lost in a wave of suggestions; they end up by trying each tooling from movies to audio books or online courses, even doing some training with teachers. Whereas, great number of them take another destination and go for video games. Indeed, digital games have pervaded all the domains covering even education.

Accordingly, this chapter attempts to present the literature related to the game based learning and its effect on the speaking skill. First, it sheds light on the connection of education to technology, tackling the significance of technology in learning as well as, information and communication technology. Then, a distinction between the traditional and modern learning methods is provided. The later is followed by a clear distinction between the two concepts ‘game based learning’ and ‘gamification’. After that, an overview of the language shared by gamers is introduced. Finally, the role of game based learning in improving the speaking skill is discussed.

1.2 Educational Technology

Technology has gained place in every field, it is connected with all aspects of human being lives. Thus, it is not disconnected with education. Technology is used in modern educational system as electronic tools are getting vogue. Before defining educational technology it is primordial to determine the term education. As pointed in the Cambridge dictionary (2020) “*the process of teaching or learning, especially in school or college, or*

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“*the knowledge that you get*”. It is usually referred to as the acquisition and development of skills and knowledge which can lead to change in behaviour. It is often divided into stages starting from the preschool, primary, middle school, secondary school till the university. Whereas, technology refers to all the techniques, skills or procedures even tools used to produce products. In other words, it is the transformation of input into outcome by going through systems as it is defined by Waddell (2013) who states that technology is the application of knowledge to human life’s purposes, or to alter and exploit the human environment. Technology involves the use of devices to make life simpler or more enjoyable and produce more efficient work. While science is centered on how things work, technology is based on realizing those things.

This concept has been defined by many scientists from various angles but the adequate way is viewing it in terms of progress not only in technology but the impact of it in other fields among which education is included.

Technology has deeply affected our lives all around the world and that is due to the renewability and evolvement of it. The former has accessed also education, in which the classroom became not the first and last place where students can get information; yet, technological tools are jointly the other collaborative instrument. It has flipped the traditional learning from been fully relied on teachers as described by De Voltolina in 14th century who denotes it as “*sage on stage*” to the “*guide on stage*” to been centered around students’ needs. Thus, it has been beneficial at many levels; from teacher’s side it is such an illustrative support, for the students, it represents an expediting way especially in decoding complicated concepts.

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Educational technology covers diverse areas, involving the learning theory which means how learning process occurs, it is embedded in students' reception, perception and retaining the knowledge. This is considered an umbrella term holding a number of entities for example computer-based training, online learning beside the mobile-learning (m-learning). As pointed by Richey (2008) who says, it is *"the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources"* (p.24). It denotes the application of the technological tools within education in a way that open doors and opportunities of promoting learning alongside with improving the performance. Learning is no longer confined between classroom walls; but, it can even go on beyond because technology made it possible.

1.2.1 The Significance of Technology in Learning

Technology is present whenever man is there; they always go hand in hand. The incorporation of technology in the teaching/learning process seems promising as it has already changed human lives including education that has increased standards of living. There are plentiful reasons why it is a major key in the advance of many fields as it has attracted also students and teachers. One of the reasons is embedded in the attachment of students to technology as it has become a tool of learning outside the classroom; it is integrated in their lives been more than an entertainment device but an educating one.

Teachers stand in the same line and agree on the need of technology in the learning environment, owing to the persistent amelioration also the new features offered all the time resulted in limitless sources of information. In this essence, books and teachers are no longer the only available reference even educators themselves refuges to webs, YouTube, laboratories, tablets, projectors to name few. As long as teachers and learners are on the same

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page; because they are both mindful about the innovation; a firm connection is built. Therefore, technology is essential in every industry starting from business, justice to economy and education for the reason of achieving a considerable amount of productivity and interaction.

1.2.2 Information and Communication Technology

Although there are many definitions of the terms ICT or IT, they all turn around the same general meaning. They are devices, systems such as information systems, communication systems and applications that permit people all around the world to communicate and interact in the virtual world. It also refers to make advantage of computers in storing, retrieving, transiting and manipulating information in organizations primary. They have changed how people live, communicate and learn. The beginning of ICTs encompassed only business and economy afterwards included education. It has been claimed that integrating IT in the learning or teaching process as worthy in a report made by the National Institute of Multimedia Education in Japan.

In the 21st century technology is in every part of education, student, teachers and administrators make use of it. ICTs have changed the learning, teaching, and working condition even entertaining. They usually support, enhance and upgrade the transmission of information. They enable students to learn in their own pace with the opportunity of lifelong learning and skill formation beside life linkage because ICTs are known for their capacity, Interactivity, speed and range, easy availability of data so, they are widely wanted. When talking about ICTs, video games are among the scope. Respectively, DGs are numerous among them: entertaining and learning games. First, the former were designed at the start just for pleasure. Then, players found them helpful in reaching their achievements which help

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them in real life. Second, for the learning one, they are basically created by professional to be part of the curriculum or for experiencing purposes.

1.3 Traditional vs. Modern Learning Methods

Learning is mostly paired with teaching. One means giving lessons, while the former is getting the knowledge or acquiring it. Although each one is having a learning style, teachers also opt for various methods. Hence, the former is the act or method of acquiring new information, skills or expertise. It happens during education (Nomass,2013)

Learning has been the interest of psychological researchers. However, there is no explicit definition. In effect, it is complicated to give a clear determination of this concept since it is an abstract one and forked. It is pointed out by Webster (2020) who defines it as *'the knowledge or skill acquired by instruction or study'*, it is also defined by the same Webster (2020) as *'modification of a behavioral tendency by experience (such as exposure to conditioning)'*. It means that learning is the knowledge gained from change in behavior. A mass group of scholars go along with viewing the term as the change in a behavior because of an experience. In line with this definition Lachman (1997) agrees on this belief, he adds that the change in the behaviour is the product of learning. He also clarifies that learning is the mental process which leads to new behaviour. Whereas, Cambridge Online Dictionary (2020) defines it as *'getting knowledge or new skills, to know facts and information that you was ignorant about'*. Thus, it is to increase one's understanding through acquiring skills and facts, memorizing them and rendering information when needed.

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In the light of all presented definitions, it is crucial to say that all of them are complementary and serve the same meaning and construct the whole. Hammoudi (2010) has summarized all aspects of learning, they are as follow:

- a- Curiosity
- b- Experience
- c- knowledge/skills
- d- Memory
- e- Eruditeness (characterized by great knowledge)
- f- Effective action and creativity (p 16,17).

Every teacher's solicitude turns around what should be covered, how to deal with lectures or how to present them and what sources would be reliable even the assessment of students. The teaching process cannot to be tackled without knowing the nature of it including selecting the methods which are of great importance. The later is chosen upon conditions such as the classroom demography, subject area and the type of learners. From here, all the principles, strategies, pedagogies and managements used to transmit information and direct the classroom are pouring in the teaching method determination. The approaches are represented in the technology vs. teacher/student centeredness.

In this respect, every teacher has his/her own touch and uniqueness but it is still focused on the teacher approach or student approach.

Education has gone through many stages; it is broken down generally into traditional and modern one. The first phase is the traditional method, it is characterized by been teacher

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oriented, he/she is the sole source. Then, came up another approach that unleashed learners where teachers are coach; none the less, the charge of education is built upon the relation and cooperation of teachers and students.

1.3.1 Traditional Learning

The word traditional learning or teaching is paired with teacher as he/she is the one who controls the environment. The conventional method is teacher centered; it is about how much the student can memorize the information. It focuses widely on the recitation; it's when students repeat words or sentences to learn the lesson. At the end, they will be tested upon the memorized assignments either orally or written and they may not even retain it after exams. Thereby, learners are passive and empty containers, they cannot give their feedback.

The back to basics method is the expectation that students will learn because we tell them to as it is declared by Schrader (2013) presupposing that they have the same level and pace of understating using the same materials; slow learners kept failing as opposed to the quick. According to Dewey (1938) who states that the long time established rules, standardized skills and information are in prospect of obedience and receptivity. Then the task of educators is to communicate knowledge and to enforce rules of conduct onto the new generation. Teachers represent the tools by which the information is been communicated.

In one side, the traditional method is salutary because students focus mainly on their teachers; the source of information; hence they keep silent and give full attention to him/her. In the other side, they lack communicative skills which mean having the ability to communicate ideas, give feedback and ask questions. Sometimes it is referred to as dull and

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rigid. Since the teacher is the subject of the learning process, discipliner and speaker; while, students are mere objects, disciplined and listeners.

Treating learners as empty containers and fill them with knowledge is called the banking model of education. The term was first coined by Freire (1970). He describes education as narration of a story disconnected and detached from reality. Hence, “depositors” neglect numerous sides of teaching including the psychology, pre-existing knowledge of the “depositories”, he posits:

Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of action allowed to students extends only as far as receiving, filing, and storing the deposits (p.58)

In this essence, traditional method treats students as empty vessels in order to be tested by the end of the semester, it is also viewed as an authoritative method. Until the coming of constructivist approach that flicked dust and brought the modern method.

1.3.2 Modern Method

After delivering the new method in the 19th century that was a result of the educational reform movement of Europe. This means to shift the focus from the input to the out and the students’ achievements. It is argued that the traditional method strips learners’ creativity by communicating knowledge and imposing specific behaviours. Hence, the reform assisted teaching from another perspective, turning the attention more to students’ needs. Beside emphasizing on each individual

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Nowadays, technology has invaded all the fields it is there in all the spheres and education is not excluded. Those changes drive educators to look for the convenient technological tool to go with the flow. Modern teaching takes into account the individual differences among the learners and their needs. Consequently, they have more opportunities to develop their abilities (Belias, 2013). Therefore, the new method guarantees students' interaction, by breaking down the authoritative relation. In this essence great collaboration is reinforced, questioning and explaining.

The modern way of teaching is more activity based; problem-based and boosts critical thinking. It promotes in particular creativity bearing in mind that learning is all about reasoning and giving the floor to educators in order to extract and extend their thinking. Beside the mentioned pros, small group discussion and flipped-classrooms are other alternatives in the new method.

Reformers made great mutations in the education system knowing that those alterations are in the students' service. They provide them with motivation beside interaction in classes; that is due to support of technology and viewing their creativity and curiosity which were abandoned in the previous era. Even taking into account each individual's need and giving equal chances to all learners especially for the ones who prefer teams works consequently improve the communicational skills. Because each learner thinks in a unique way and is in constant questioning of the received information it makes them active.

This leads them to think critically and helps in solving problems since the whole world is about real world issues. The concept of problem-based learning started in the 1950's at Case Western University which centered on providing medicine's students with simulated life situations then it was applied in law, business, engineering and education. It was a subject

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matter for lots of leading figures such as Kincheloe (2008) who emphasizes the student-centeredness trying to explain the correlation of teacher-student that is not only giving learners complete freedom but to form intellectual beings without unhanding the authority of the educator. In this respect he says:

Critical teachers, therefore, must admit that they are in a position of authority and then demonstrate that authority in their actions in supports of students... [] teachers relinquish the authority of truth providers, they assume the mature authority of facilitators of student inquiry and problem-solving. In relation to such teacher authority, students gain their freedom--they gain the ability to become self-directed human beings capable of producing their own knowledge. (p.17)

Basically, problem-solving go through four phases. The first one is related to identifying the problem; here it is the task of either the teacher or the students. Then, comes the team work in order to plan a solution, the last stage is to perform the schema. Whereas, the thinking based approach has seen that learning is more than memorizing arguing that students' retention last only till the examination but to learn is suppose to be analyzing, relating, criticizing ect. Then, educators must teach them how to do so by turning education from teacher-centered to learner- centered.

1.4 Game-Based Learning vs. Gamification

At the first glance, the terms game-based learning and gamification look similar. It is true that they share mutual basics; the combination of games and learning. They are both applied in the learning process for diverse reasons as well as different results.

First, technical skills are developed through well designed games in order to achieve learning objectives. Usually, it points out to the ability of balancing games with any subject

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matter to the real world. In comparison to the traditional method in which the teacher transfers information and tends to give periodic assessment, in the game-based learning students are in touch or put in the learning environment where they make their own scenarios, try to solve problems by applying several strategies until they encounter the preferable way even after many trials. Therefore, learners are actively involved in making resolutions and testifying the consequences of the made decisions. Integrating games into the learning process is firmly advantageous owing to the fact that the cycle of problem-based learning is typically represented in spotting the problem; analyze it then gathering information, at the end coming up with a decision after testing it. Then, in here games are not just an activity rather they constitute part of the learning procedure. The games embrace some aspects that can be illustrated in this graph:



Figure 1.1 The Aspects of Video Games

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Game-based learning goes back to the 1970s when considerable games' collection have been destined to education with the cooperation of educational game design companies such as Brainpop's GameUp that have been prepared in relation to the curriculum. As was denoted by Isaacs (2015) who says that game-based learning has made a controversy in the digital arena over the last few years. Interactive games such as Sims City, Civilization, World of Craft, and Portable 2 are powerful learning devices when attached to the curriculum because they are entertaining and appealing to students.

As it was mentioned before GBL is all about integrating games into learning. Players are actively integrated in making decisions and choices. Since they are also engaged in virtual games that acquire high interaction provoking team work and independence at the same time, then it boosts experimental learning which relates games' content with real world context. Another advantage is known as the soft skill, it encompasses a number of features that characterizes how people interact with one another. The former are broadly classified as a combination of personality traits, behaviors, and social attitudes that allow people to communicate effectively, collaboratively, and successfully manage conflict (Snyder, 2020). The impact of video games on the soft skills has been illustrated by (Doyle, 2020).

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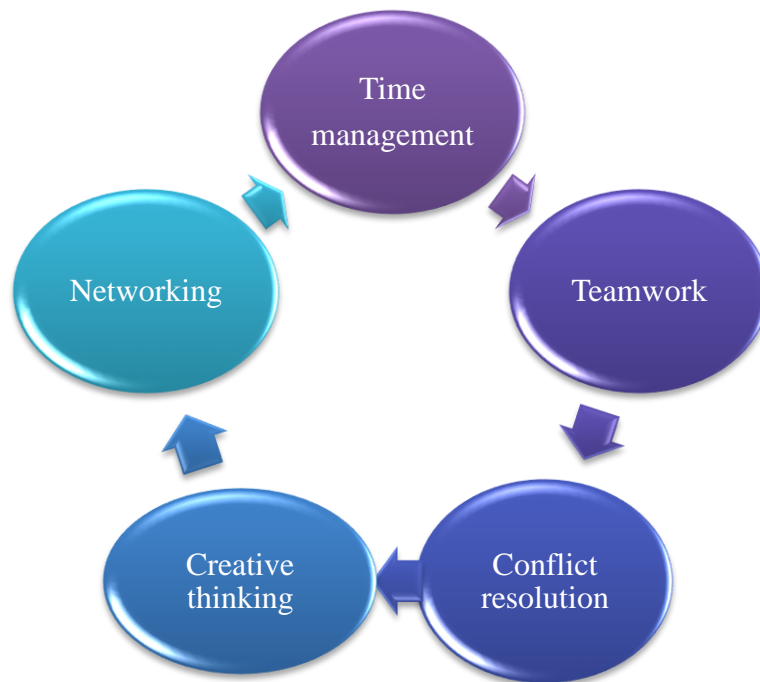


Figure 1.2 The Soft Skills Improved by Video Games (Doyle, 2020)

Second, gamification is the use of similar games elements in a nongame setting. This means to add mechanisms to encourage students' productivity. The later includes rating and ranking system, leader boards, badges, levels and rewards. To gamify is to turn the classroom into a living game. Theoretically speaking any activity can be gamified, it can be even applied in fitness, companies, restaurants, stores etc. The system has reached applications and websites for instance Duolingo is a gamified language-learning website.

The main concept of gamification is to add some features to the traditional classrooms. Those integrated parameters add adventure into learners' souls. They create characters, play within teams where they learn to cooperate and help each other, earn points and experience. Hence, receiving rewards for their efforts. Correspondingly, taking consequences of their behaviours that are not relevant to the learning task and environment by allowing them to choose quests from a body of suggested activities and step into the investigating phase.

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However, it is necessary to know that it is not a tool but it helps in the training giving cheerfulness and fun to the sphere.

All in all, the distinction between game-based learning and gamification lies in either using games for learning or applying game principles in learning environments. GBL targets inducing students' skills and achievements in opposition to reinforcing behaviours as part of pedagogical system.

Accordingly, Isaacs (2015) made clear cut between the two terms in an infographic:

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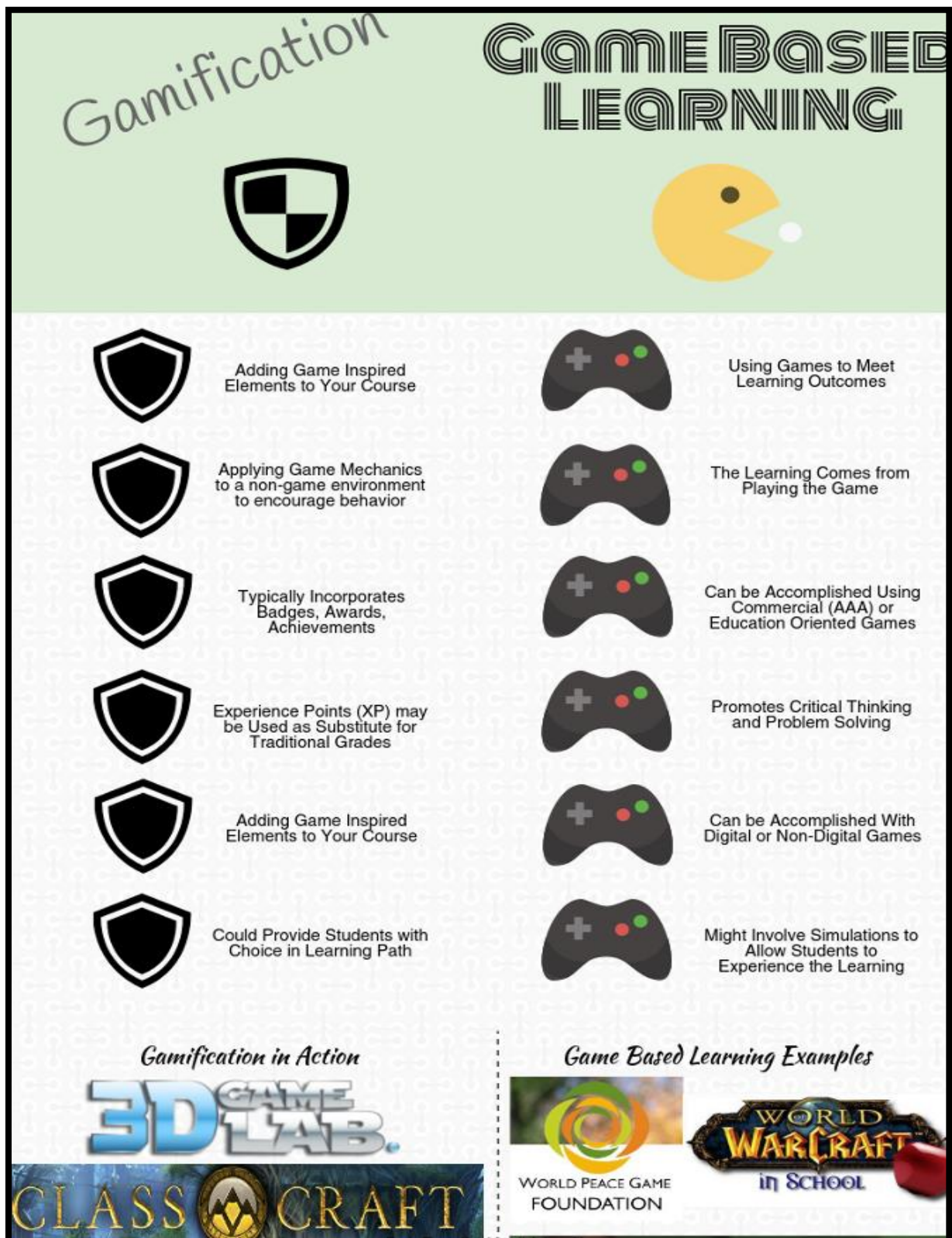


Figure 1.3 The Difference between Gamification and Game-Based Learning (Isaacs, 2016)

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1.5 The Gaming Language

Gamers; specially the one who play online; are always in contact with each other to cooperate and get the win. Thus, they have created their own sublanguage or “slang”. From this innovation terms and abbreviations are conducted. Here is an illustrative example of two gamers’ conversation.

Habibo: have you seen this **noob**? He is always **camping**.

Zohir: yeah **bro** he looks like a **bot**

Habibo: oh here we go again, another **glitch**. Internet is so bad in Algeria the **ping** is so high. Hey have you seen that **Smarf**?

Zohir: I think it’s a **crash**. Yes, I think someone **trolled** him!

For non-gamers or new one this seems fuzzy. If ever they hear this dialogue, they probably will not be in their zone simply because they are not familiar with such terminologies. So, let’s wrap our hands on the most common terms and their proper usage.

Table 1.1 The Frequent Terminologies and Acronyms Used in Gaming(Adopted from Gareth and Dave, 2013)

The term	Meaning
Beta	A stage in the game that has fewer glitches than the Alpha stage, but is still not ready for release, can be in the form of Open/Public Beta (anybody may play) or Closed beta (only a limited number of people can play).
Boss	A major enemy in the game, usually one whose death is required to progress in the game
Camping	When a player stands in a place and waits for the enemy to come
Savage	Madman

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Noob	Someone new to the game
Smurf	Is a professional gamer who creates a fake account in order to play with noobs and kill them.
Dop/lit/ juicy	Cool or awesome
Dud/bro	Man or guy
Glitch/bug	The game is messed up
Loot	Items such as guns, medicine kit that the gamer needs to survive
Lag	Internet problems that leads to making cuts in the game
Crash	When software stops working. It can be either a game crash or an online server crash.
Memed	To be killed in a spectacular way.
Spammer	It is player who keeps his finger pressed down on the trigger button. Thus he/she end up by killing randomly and luckily.
Headshot	A direct blow to the head. It can be either a bullet (in a shooter) or a wrecking fight. it usually finish the opponent character
Grinder	A person who keeps repeating the same task in order to level up
Turn-based strategy	A game that requires the player to think strategically in order to proceed in the game.
Farming	To gather items that makes the character stronger
Ping	Is the time (in milliseconds) it takes for information to travel to the server and back. The lower it is the better.

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The acronym	Meaning
AAA	Is a famous game with lots of praises and critics
DLC	Downloadable content. Means there are other contents that can be pushed or downloaded online.
NPC	Non player character. They are characters controlled by artificial intelligence that the players don't interact with
Co-op	Means a mode of multiplayer where everyone is on the same side, battling the artificial intelligence
AFK	Away from key board
RPG	Role playing game in which attributes features such as levels, skills
FTW!	For the win. It is an expression used for enthusiasm
PvE	Player versus environment (artificial opponents)
PvP	Player versus Player where players face each others
HUD	Heads up display, information about the character showed on the screen
HP	It means Hit Points, Heart Points, or Health Points. It is used to measure characters' health

1.6 The Effects of Video Games

Before jumping into the effects of VG on different aspects, it is fundamental to define first what video games are about. They are interactive tools that provide a storyline where players must fight and compete with each other because surrendering is not the solution where players are actively engaged in games with multiple themes and goals. They can be played either cooperatively, competitively or alone on different devices including consoles,

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computers and cellphones. The level of complexity depends on the gaming context in this respect taxonomy has drawn to ease the whole concept; it is shown in this figure:

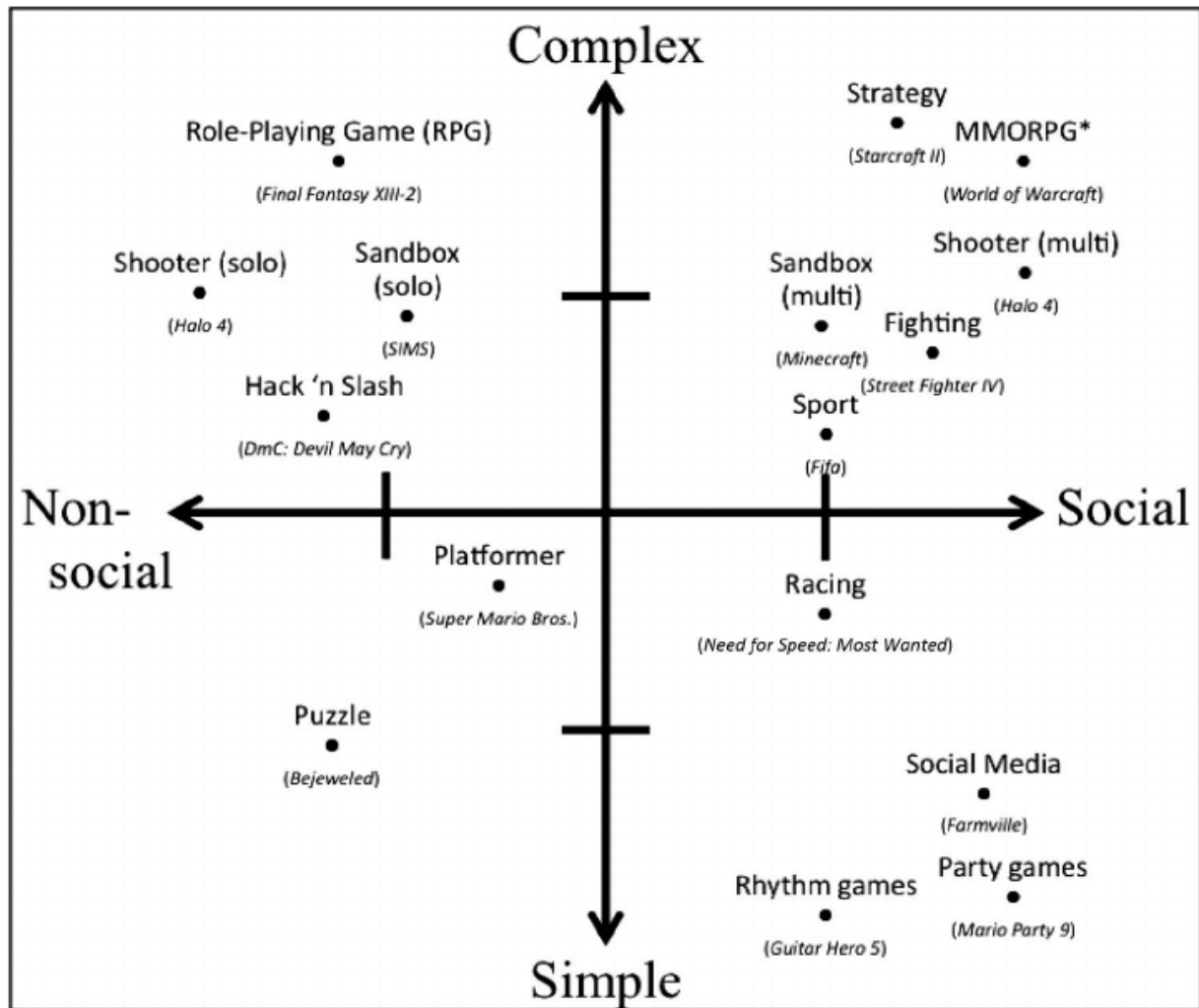


Figure 1.4 Conceptual Map of the Main Genres of Video Games (With Examples) Organized According to Two Important Dimensions: Level of Complexity and the Extent of Social Interaction Required according to Rutger Engels

Scientists; from psychologists to video game developers; have been questioning the effectiveness of digital games. Their views have been divided into two masses, the one which is relating games to the aggression and violence beside other side effects. On the other side, investigators have a common belief of the favorable cognitive impact that gaming has on players. Among the inspectors, Bavelier, Achtman, Mani, Focker conducted an MRI study

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and found that first shooter game players have a selective ability of sifting out the efficient information from the irrelevant one referred to as “mechanisms of control attention allocation”. Additionally, the first person shooter showed higher spatial abilities. The later, is encountered in everyday life activities because of its importance it is necessary to be present in order to success in all fields; the capability to understand, notice, think, recall spatial relations; that is quite requested in video games. Four types are under the visuo-spatial capacity: spatial perception, spatial visualization, mental folding and mental rotation. First, the spatial perception is to relate the spatial relation with the body guidance. The second, signify the ability to control and rotate in spaces like 2D and 3D. The third one, is the most complicated; it is the manipulations of spatially presented information. All the three presented abilities are backed with spatial working memory to store visual-spatial information with full control.

Prensky (2001) is another researcher who claims that VGs are helpful in problem solving development, he says that “*Games have problem solving. That sparks our creativity*”(p.1). In any mission indeed some instructions are provided; however, analyzing, memorizing and following as sequence of rationally is a must to guarantee the win. Digital natives¹ learn through error and trial instead of the direct learning when players are put in situation or given orders to kill the enemy or find the mystery, they use former experience and intuitions to develop a solution through experimentation.

Beside problem solving and spatial abilities, creativity is an additional skill that supports to solve real world issues. A study was undertaken at the University of Washington in collaboration with the UW Department of Biochemistry and Center for Game Science back in 2010, researchers have designed a game “Foldit”. The principle of it was to fold the

¹ people who are familiar with technology and grow up in a digital age

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structure of proteins using tools suggested in the game. The competition lasted for about three weeks; the highest scoring solutions were analyzed. At the end, a solution of the crystal structure for a monkey virus related to AIDS has been discovered. Then, digital natives succeed to help biologists find the structure that they have been looking for ten years.

Motivation is another dimension questioned in VGs. It is believed that players; mostly children; develop certain ideas about their intelligence after they are praised at the end of each round. In this essence, Dweck and Molden (2006) came up with the incremental theory of intelligence relying on the idea that intelligence can be changed and developed, thinking that it can be polished and determined by time and efforts, that is the case of DGs. After scoring, an immediate feedback such as coins, points, leadership and features are obtained in regard to efforts made by the gamer. It is what the psychologist Vygotsky named “zone of proximal development” (1978) the concept indicates the difference between the tasks learners can do independently and the ones’ achieved with guidance and encouragement. He deposits: *“It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”* (p.86)

Video games promote visuo-motor coordination. It means, to improve the hand-eye coordination i.e. games are all about vision and movement especially in FPS the player must shoot correctly at small aims. In driving games it is necessary to keep an eye on the road map as well as other contestants besides controlling the wheel.

As the MMORPGs became more popular in 2019, players directed their interest in playing online. This gave the chance to a range variety of gamers competing simultaneously meeting new friends, which was the cause of building social relations. The immersive social

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games gave rise to the sociability. In here, games are the ground where making friends and boosting teamwork even knowing the meaning of leadership.

Surprisingly a study in 2016 proved that VGs might help with dementia². The former helps in making good moods and a better level of social and body interaction. Sport games encourage players to exercise in real life.

People tend to build relations and be surrounded with individuals whom they share the same interests and lifestyles that is what happens in real life and in traditional communities. However, virtual communities have opened platforms where any person can direct himself/herself to ones favorite and comfort zone. Therefore, meet others who have equal passions.

Every time a new game emerges a great number of gamers embrace it, they might know each other or might not, they perhaps live thousand miles apart ;surprisingly, they succeed to be friends and communicate. One of the principle reasons is that all gamers start equally the same; from the bottom; removed from their physical identity. Hence, they are judged on their level of proficiency and contribution in having the win regardless their origins, cultures, speaking proficiency, they are just one community.

Online games are means of becoming part of the whole besides contributing in teamwork. All what matters is guiding the crew or propose a strategy and push players to their limits. This is achieved by a well built communication and conversation. That is what makes players feel at ease and comfortable.

Finally, it is indispensable to mention that games are double edged-sword. Then, selecting the right game that goes with the age boundaries which is mentioned in the

² A medical condition that causes a reduction in mental abilities especially old people

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evaluation system rating board³ is easy to access. In addition to choosing the ones' with cognitive features.

1.7 The Role of Game Based Learning in Enhancing the Speaking Skill

With the spread of games globally, they are the interest of many people and the magnitude of multiple varieties from different places, having different languages and cultures. Accordingly, games include natives and non natives.

In this essence, many studies have been undertaken in investigating the impact of the VGs in EFL and ESL learning contexts. A pilot study has been conducted in 2006 for ESL university students, using the online game Ever Quest2. The results showed an improvement in the participants' confidence as well as in their vocabulary. In the same line of thought, Miller and Hegelheimer (2006) used Sims in eighteen (18) universities which exhibited also an expansion in the vocabulary. The vital aim of these inspections is to include learners in a worldwide gaming community. In addition to, interacting with various international members and growing confidence while speaking with others in a foreign language 'English'. In here, VGs are the context from which lexical items are gained; this is based on the constructivist theories claim. From their perspective and according to Cooper (1993) who says that "*Learning is the problem-solving based on personal discovery, and the learner is intrinsically motivated*" (p.17)

In short, gaming represents a source of new terms that are memorized eventually used. Thus, it gives chance to be more productive and recycle the concepts learned. Nation(2001) who states that learning means to recognize not only the words' meaning but how to use them

³ It provides information for consumers and parents in order to choose the appropriate games. It includes: Rating Categories, Content Descriptors, and Interactive Elements.

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in their proper context beside knowing their connotations and phonological features. In other words, to learn new words means more than remembering the definition. Whereas, Whitton (2001) suggests using games as a support for learning and teaching even assessment in higher education.

Finally, learning a language is a longitudinal process that needs practice every day in order to get to the fluency stage, and that is the case of speaking skill as well. It needs to be incorporated into daily life. Video games are the guider alongside the backup in the journey of promoting the speaking skills since the later are the core of the language.

1.8 Conclusion

This chapter aimed to discuss video games' impact on L2 learners' speaking. It introduces some key concepts that are required to carry on this research. The game-based learning, educational technology even the methods of learning are explained. Scrutinizing the terms used in the video games community. Furthermore, it showed the assistance of digital games in long term. The following chapter will set the ground for the research methodology, the analysis and interpretation of the data.

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2-1 Introduction

The previous chapter shed light on the theoretical part of the present research work. This chapter is the practical phase of the work, it is designed mainly to reflect upon the collection of data gathered, it also gives an explanation and details of research methodology that underpins this work.

This chapter presents first, an overview of the English situation in Beldadj Bouchaib University Centre. Then, it illustrates the objectives of the research including the restatement of the research questions and hypotheses. Later, it gives details about the research design used including the research methodology. After that indicates the sample involved which includes second year EFL students of Belhadj Bouchaib University Centre and teachers considering the two main instruments for data collection, a questionnaire addressed to students beside a structured interview to oral expression teachers. Besides explaining both of the methods used namely quantitative and qualitative leading to the interpretation of the two instruments, the students' questionnaire and teachers' interview.

2-2 The Status of English at Belhadj Bouchaib University Centre

In 2012 Belhadj Bouchaib University Centre has opened its doors. Covering four (4) pavilions namely: the institute of sciences, the institute of technology, institute of economics, management and commercial sciences and institute of letters and languages. The later encompasses a total of 715 English students in both Levels of graduation: the Licence and Master.

The Licence classes include about 202 students from the first 3 years, are classified as follow:

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- The first year carries on 196 students; they are divided into five groups deal with 11 modules.
- The second year graduation contains 122 students sectioned into three groups holding a charge of 10 subject matters
- At the third year level eleven subject matters are designed to be tackled. This graduation covers a number of 106 learners.

The second graduation points out to the Master degree, it is generally split into two streams

Master 1:

- Linguistics: with a number of 198 separated into two groups with a curriculum that includes nine subject matters.
- Literature: this stream comprises fewer students in comparison to Linguistics; it embraces only 17 learners held in a single group.

Master 2:

- Linguistics: with a number of 58 students, those belonging to this stream occupy one group. They study nine modules.
- Literature: they are grouped in one class holding only 17 students.

2-2-1 Description of the Target Situation

In the present study, the researcher has not investigated the case of study with all levels at the English department. Accordingly the individuals upon which the survey is wrapped are second year EFL students of Belhadj Bouchaib University Centre Particularly (35) students

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out of (122). It is indispensable to mention that only gamers have been selected to take part of the research because interrogating the ones with no experience in the field of gaming is needless. Moreover, the researcher has arranged a structured interview with oral expression teachers from the English department to investigate the impact of video games on students' achievements as well as their speaking skill.

2-2-2 Research Objective

Over 50 (fifty) years of games, 2007 was the radical swing towards a magnificent curve of realistic games as well as rich narratives that dragged gamers' club where primarily CALL OF DUTY was the open-door to a variety of games. Leading to a chained generation to their consoles most of the day, in which they are exposed to the language that is considered an engine of their curiosity.

With the coming of such appealing games played in the leisure time paired with the increasing of the overall fluency beside the wide spread of video games all over the world including Algeria are the intrinsic impulses that push the researcher to embark in this investigation.

The most and for most motive which encouraged the investigator to undertake this inquiry is after noticing the great change in her brothers', cousins' and some of her friends' massive vocabulary and communicative skills as well as their confidence while performing in their journey of playing games . Thereafter, two main questions have been set:

1. What is the impact of game based instruction on EFL students' learning and achievement?
2. To what extent does the use of games help in promoting EFL student's speaking skill?

In parallel, two hypotheses are formulated:

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1- Game based instruction may offer the possibility for EFL students to explore the language providing them with a learning environment that helps in improving their skills.

2- The use of games may strongly help in promoting EFL students' speaking skill since the latter include dialogues that boost EFL students to compile new words and vocabulary in the target language

Consequently, the objective of this study is to find teachers' and students' perceptions about the impact of using video games in learning L2. By the same token, it provides a view of anticipating gaming for the sake of enhancing their speaking skill. Thus, exhibiting not only the benefits of digital games in education but also, the merits of them in meeting the intended outcome predominately learning English as a subject matter. As well as, point out the side effects of the advanced technology namely the realistic games on the players (EFL students). In other words, it aims at drawing attention from both EFL learners and teachers to use ICTs in particular video games as tools of learning foreign languages in this respect English. Additionally, raise awareness about the assistance of ICTs in general, games in particular and its implementation in education being more than an entertainment material.

2-3 Research Methodology

Research Methodology encompasses both of the way by which the data was collected and how they are analyzed. Hence, the researcher has to choose the appropriate research methodology to procure credible results. The former is the first juncture in any research design. It will exhibit the logic behind choosing this case study as it is defined by Press Academia (2018) "*Case studies are analysis of persons, groups, events, decisions, periods, policies, institutions or other systems that are studied holistically by one or more methods.*" Therefore, the case study is a close inspection of people or phenomena. It is deemed as the core of the research and the method underlying this paper work.

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Research methodology is the path which guides the researcher to obtain results from the collected data. Moreover, it refers to the most suitable approaches and designs that are utilized throughout the study. Thus, to conduct this research both quantitative and qualitative methods have been used in addition to the mixed method in order to answer the research questions.

All in all, research methodology is not only the methods and techniques but also the rationality behind adopting them so that the results can be verified and evaluated by the researcher or others as well as, the population included. Thus, the following section is devoted to the discussion of the research methodology used in this research work, in order to evaluate critically the validity as well as provide truth worthiness for this work. Selecting the method for investigating is attached to the research problems, for instance qualitative and quantitative methods are used and discussed in detail.

2-4 Sample Population

This section is devoted to provide details about the sample population of this study. A sample is a subset of the population that represents it. Since the researcher cannot manage to study a whole population then it is substantial to select adequate sample also called “sample survey” that should encompass a suitable size of respondents. For that reason the researcher must carefully pick out the representative informants according to certain characteristics and qualities that they should possess i.e. depending on the research design. That is what Peck Roxy, *et al* agrees on (2008) who notes that “*In statistics and quantitative research methodology, a sample is a set of individuals or objects collected or selected from a statistical population by a defined procedure*”. (p.8)

In the light of this definition, the sample of this research includes (35) students. The informants involved are purposely chosen including second year EFL learners (players) at the

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level of the English Department at Belhadj Bouchaib University Centre and (06) teachers. The respondents are asked about their point of views regarding the use of technological tools precisely video games in order to answer the research questions and derive conclusions concerning the effectiveness of video games on students' oral performance in terms of speaking skill as well as examining their impact on learners' achievements and accomplishments.

During the sampling process all members of the population have the same opportunities of being chosen, this is referred to as the random sampling. Whereas, the non-probability indicates that the researcher selects the participants deliberately depending on certain characteristics and parameters to provide meticulous knowledge about the raised questions.

In this essence, the researcher has opted for the non- random sampling by giving priority to gamers only. Since the researcher views that excluding the non-gamers as the adequate resolution. In other words, this sample population has been selected under some strings and provisions, choosing gamers to participate in this research is determined by the nature of the phenomenon under investigation, which made the researcher respect a limited respondents; second year gamers; to get in depth information. Going with this preference can guarantee profiting from their gaming experience' reflection into their speaking skills. For the second sample, the call for oral expression teachers is a must, considering their experience in this field and the necessity of specialized teachers to educe their point of views concerning the impact of gaming on learners' speaking skill. Thus, to reveal the cover of video games on one hand and examine its score in real life specifically on the learners'/ players' proficiency in performing from teachers perspective .

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2-4-1 Students' Profile

The participants of this present study are thirty five (35) EFL students in particular players selected under conditions. The setting of this research takes place in the Department of letters and Languages (English Section) at Belhadj Bouchaib University Centre. It is also important to mention that the level of these learners is quite heterogeneous. This case study includes second year licence students chosen to answer the questionnaire about their perception in relation to the collaboration of gaming and their oral performance in L2. The main reason behind selecting this population is because they are considered juniors simultaneously they have benefited from playing games to improve their speaking skills i.e. they are mindful about the effect of using digital games in oral expression.

2-4-2 Teachers' Profile

In order to explore the multiple dimensions of digital games on EFL learners chiefly the speaking one. The researcher has chosen a target sample involving six (6) teachers who were chosen to be interviewed. The participants are teaching oral expression module, with different levels. Five (5) are full time teachers, their experience ranges between Five (5) years and (13) thirteen. The principle aim behind selecting oral production teachers is to tool up with their opinions about the elaborated phenomenon as well as, finding out the influence of ICTs in general in enhancing the speaking quality. Since this study deals with the impact of digital games in promoting EFL learners' oral skill burring in speaking as the result of gaming, then the selected sample includes experienced teachers rather than the novice one.

2-5 Research Instruments

Each research is held for specific purposes and with distinct methods however data

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collection is crucial to conduct any research. During designing a research, selecting the data research instruments can be daunting but it is of paramount importance in view of ensuring the research's probity and minimizing flaws as well as, deducing conclusions even prime new information. By the same token, it is pertinent to mention that data collection instruments are tools used to collect, measure, and analyze data related to the subject. As it is defined by Edekin (2012) research instruments are methods that researchers build to achieve their specify goals when undertaking a research study. In other words, research instruments are designed tools that aid the collection of data for analysis purposes and ease the measurements of variables.

Seeking answers and evidence for the posed questions is a task that cannot be fulfilled without collecting data. Hence, the type of knowledge required to be collected are the fundamental consideration to be relied on heavily in reaching the sketched objectives. The former falls within two: Primary data collection and secondary data collection. The primary data usually indentified by its various tools from interviews, surveys; online forums, checklists in addition to collecting fresh and raw information.

In the presence of these tools, picking the right one is essential to obtain reliable and trustworthy results. For that, choosing the instruments is not the only concern but to be rational and reasonable in depicting the proper one. In this actual work the researcher has selected two research instruments namely a questionnaire and an interview for their relativity to the leading interests of this inspection. On one hand, the questionnaire was delivered online to second year students precisely the gamers. On the other hand, a structured interview addressed for oral expression teachers.

Thus far, as it is mentioned above the researcher has opted for two research instruments to collect data needed are described below

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2-5-1 Students' Questionnaire

For its popularity, easiness, reliability and affordability most researchers opt for it. The questionnaire is mostly used to collect responses from participants in order to statistically analyze them. It is then an instrument utilized in the interest of getting replies from the administered respondents as it is defined by Gault (1907) who deposits that: *“is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents”*(p.14). In this sense, the questionnaire involves number of variable questions that have a tight relation with the treated topic and the sample which the investigator is concerned with.

Beside its utility in collecting data which cannot be observed, the former gives the privilege of being held by telephones, face-to face, on paper deposit it online to name few. This gave the researcher the floor to make an online questionnaire for gamers by virtue of time managing as well as costs.

Accordingly, the questionnaire was addressed to second year students predominantly learners with experience in the gaming field to collect their viewpoints about the effectiveness of video games on their achievements in general and speaking skills in particular. Since the responds are determined by the nature of the asked questions which are standardized, three types of questions have been implemented:

- Open-ended questions: they are characterized by their broad scope and the freedom in their structure. They usually cannot be answered by ‘yes ‘or ‘no’, requiring a clear statement and details as a reply.
- Close-ended questions: as their name denote, they are closed due to the restricted possibilities. In other words, the choice is limited to either to multiple options or ‘yes’

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‘no’ questions.

- Mixed questions: in few words they are the mix- up of both close and open ended.

In this respect; about the form of the questionnaire; all the sited types of questions have been used.

The questionnaire delivered to students is composed of (14) questions discordant into three main sections presented as follow:

- The first section named general information; it is composed of (5) questions. Its objective is to get to know the respondents and their experiment in gaming.
- The second section entitled the impact of video games on students’ speaking skill including (8) questions. It is considered the core of the questionnaire by reason of elucidating learners’ positions in connection to digital games and the oral performance in life and classrooms.
- The third section is related to Suggestions and recommendations as opposed to the previous sections it only contains (1) question about kind of games that can be helpful to improve the speaking skill.

In this respect, all the mentioned types have been included in the questionnaire

Furthermore, this tool provides the informants not only to take their time; not imposing to answer at the moment but also open doors to be comfortable since they have provided replies from their houses at the convenient time for them. It has also helped to gather information in a duration of 24 hours after publishing it on their group “Second Year English Students” which includes 311 members. The former were in the favor of the research’s unfolding.

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2-5-2 Teachers' Interview

Accumulating information and getting insight into candidates' perceptions is feasible through interviews. Then it is as cited by Gillham (2000) who notes that “*a conversation usually between two people but it is a conversation where one person-the interviewer – is seeking the response for a particular purpose from the other person-the interviewee.*” (p.1)

The interviews vary from structured, semi-structured to unstructured. Each of these types include some distinctions revealed mainly in their nature and the kind of information aimed to gather. In this inquiry, standardized questions have been formulated with pre-set questions depending on the needs and the information looked up for reaching allowing the well formulation and preparation of the interview. In which the same queries have been posed while the researcher took notes. Such choice was based firstly on the reason that it is efficient to back up this search with accuracy by framing the questionnaire to all the interviewees .By way of explanation this choice provides objectivity and equality because on one side, all the teachers are given the same questions and on the other, the comparison between the answers can be easily done. Furthermore, the interview is considered an oral questionnaire and that was helpful for the interviewer to take notes during the meeting.

The structured interview has been designed to collect answers from a purposive sampling i.e. six (6) teachers of Belhadj Bouchaib university centre specialized in oral expression. This interview is similarly divided into three sections as the previously described questionnaire with (14) requests distributed in three sections as follow:

- The first section is under general information. It includes a sequence of (4) questions that targets having a background knowledge about the interviewees.
- The second section encompasses (8) questions regarding the students' achievements

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and speaking skills in relevance with games.

- The third section is devoted to suggestions and recommendations of the teachers interviewed, including (1) question.

2-6 Methods of Data Analysis

The fundamental pillar of any study is the research design. In which the researcher selects the adequate research methodology, decides about the measuring tools ,conceiving how the collected data can be analyzed and the methods adopted for the reason of obtaining valid and reliable conclusion.

Furthermore, the gathered data are analyzed from different angles to explore facts information or even add new information to the already existing one. Thus, the analysis of data helps in exploring the hidden sides of a particular phenomenon and viewing them deeply. In other words, it is the process by which the obtained data by means of analytical and logical reasoning is possible to evaluate (Hamzaoui, 2017). There are two approaches of analysis either qualitatively or quantitatively but sometimes the use of both methods is a must.

In fact, the present study relies on both approaches the quantitative and qualitative for the interpretation of the gathered data. The data gathered from students' questionnaire are analyzed quantitatively; whereas, the structured interview is interpreted both qualitatively and quantitatively. The researcher has used both methods to provide more reliable conclusions. The section below will provide more details about the methods used in the research.

2-6-1 Qualitative Method

Is a research approach used especially in social and behavioral sciences, it focuses on describing the collected data rather than counting responses or gathering numerical one. It allows to gather information from real-life settings and situations such as: universities,

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hospitals, houses as Ainsworth (2020) says that qualitative data collection takes into consideration various factors to understand better raw data. While qualitative method is about collecting, analyzing, and management the collected data. That is to say, that qualitative method provides in depth and insight into interpreting the primary data, it is considered as an inductive approach since the investigator can generate ideas and hypotheses from the replies of participants.

The qualitative method is designed to get an in-depth understanding of groups, individuals and reveal their behaviours or views even assessing their feelings and thoughts, where the researcher is the active tool of collecting data. She/he can reflect her/his position subsequently can influence the results. For that it is considered subjective in comparison to the quantitative approach.

The applied qualitative method frequently relies on interviews, behavioral observation, focus groups, even through recordings or observing the concerned population.

2-6-2 Quantitative Method

All the numerical, structural, predetermined approach refers to the quantitative study. The later tries to determine the relationship between variables. In which the data are collected from a representative sample to generalize the results.

In other words, the quantitative data collection method tries to scrutinize the rapport between the independent and dependent variables, asking straightforward questions to gather measurable data by means such as surveys, questionnaires, experiments. It enables to ask questions providing a list of probable answers, the later is standardized which makes it easy for the researcher to draw conclusions and generalizations.

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Many scholars are mindful when it comes to the research methods, including Burns and Grove (2005) who define it as “[...] *a formal, objective, systematic process in which numerical data are utilized to obtain information about the world*” and “*a research method which is used to describe and test relationships and to examine cause-and-effect relationships*”. (p.23)

That is to say because of its objectivity and scientific approach that follows to get the fact besides gathering numerical data through mathematical method, the quantitative method is adopted. The later is highly reliable because it seeks to identify the relation between variables giving the research reliability. It is then analyzed in charts, figures and numbers rather than text forms. Using instruments such as questionnaire (it is used in this study). As it is cited by Powoh Techo (2016) who says that “*using numbers implies that the researcher has to have a good knowledge of both descriptive and inferential statistical parameters, such as calculations and interpretations of standard deviations*”. (p.2)

Thus, it aims at collecting information, classifies them, gives reasons and facts even test hypotheses to deduce conclusions. Furthermore, the researcher does not take part of the inquest, focusing on depicting the characteristics of the target population.

Consequently, this research has combined both of qualitative and quantitative approaches i.e. the aggregation of numerical and descriptive data. Cohen (2000) explains: “*Methodological triangulation is using the same method on different occasions or different methods on the same object of study*” (p.113). On the light of this quotation, the triangulation helps checking and collecting data from multiple sources providing richness to the study.

The inquirer has opted for the methodological triangulation because she believes that it enhances the validity of the collected data. Besides, providing a deep understanding of the research problem rather than either approach alone. In addition to it plays a remarkable role in

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preventing biasness and weakness. As it is explained by syed Muhammad Sajjad Kabir(2016) who says that:

[...] encompass multifaceted approaches that combine to capitalize on strengths and reduce weaknesses that stem from using a single research design. Using this approach to gather and evaluate data may assist to increase the validity and reliability of the research (p.204)

The researcher has used a questionnaire and an interview. In this respect, this study has relied on the two previously mentioned approaches for the reason of studying the problem under investigation from more than one perspective. Each of the techniques is of great utility however relying only on one does not lead to well credible results.

2.7 The Interpretation of Students' Questionnaire

The questionnaire is constituted of fourteen (14) questions, they are distributed in three sections with multiple choice questions, open ended questions, and close ended ones. The first section is devoted to the background information and students' experience with games. It includes five (5) questions. The second section is set to get deeper view of VGs in their opinions and take a step forward into investigating the intertwined relation between gaming and learning with a total number of eight (8) questions varying from multiple choices and one(1) close ended question, three (3) of them requiring justification. Finally, the third part is about suggestions and recommendations; contrary to the other sections it includes only one open ended question. The questions will be described and discussed in detail.

Part one: General Information

This section is an introduction of the participants' personal information; it includes questions related to their experiment and level in English as well as the classification of their listening, speaking, reading and writing.

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Question one:

The first question is related to the level of students in English. About (24) participants representing the highest rate of (68,6%) have good level. Whereas, five (5) of them are having excellent level representing (14,3%) in the same classification five (5) others announced having an average one. In the last place, only one (1) student has a weak level that is (2,9%).

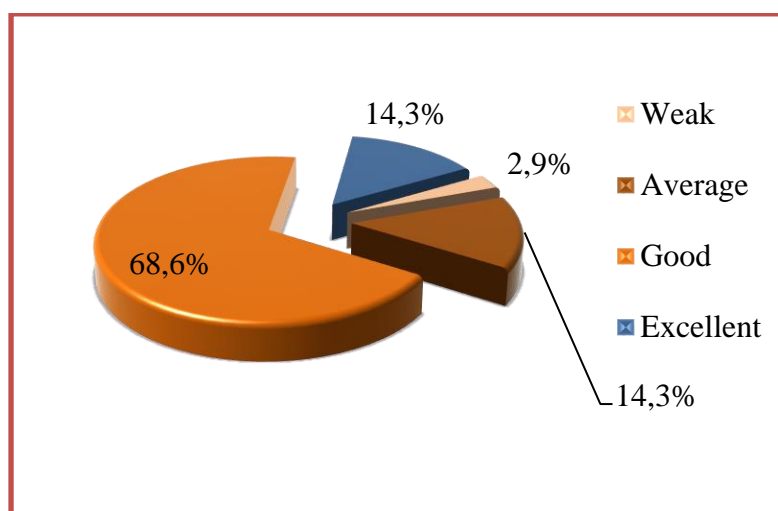


Figure 2.1 Students' Level of English

Question 2:

This question aims at knowing learners' self evaluation in the four skills. For the speaking skill and as it is clarified in Figure 2.2 twenty (22) student asserted that they are good listeners, eight (8) of them are classified as excellent, five (5) are between weak and average. The second skill is the speaking, at the last place comes one (1) student who claimed having a weak level. Seven (7) are of an average level; concerning the participants with an excellent speaking level they have hit the highest rate of twenty four (24). Three (3) out of thirty five (35) are outstanding performers. In the other receptive skill 'reading', seventeen (17) are classified in the 'good' scale, ten (10) respondents hold an ordinary level in reading and only three (3) are weak readers, five (5) are excellent. The last skill is 'writing', seven (7)

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evaluated themselves as weak writers, ten (10) are registered in the medium standard, for the good grade thirteen (13) occupy this category. Five (5) believe they are perfect in writing.

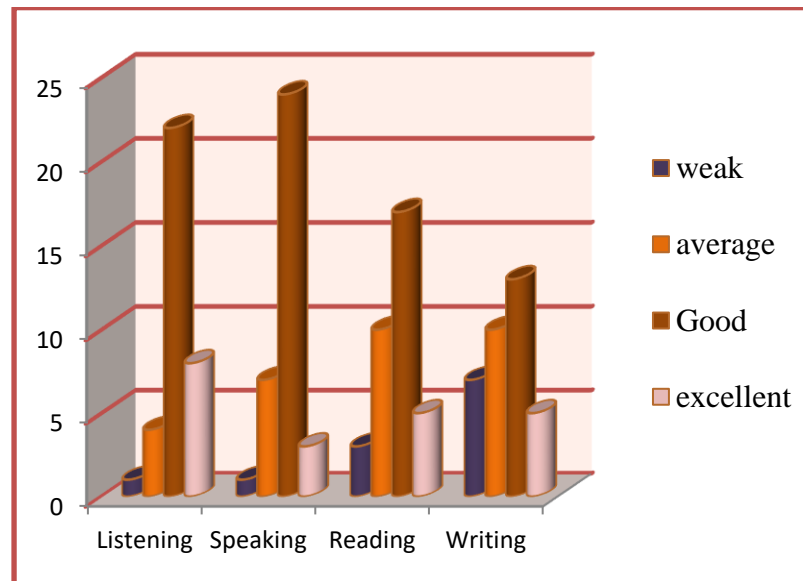


Figure 2.2 Students' Evaluation of the Four Skills

Question 3:

The reason behind this close ended question is to inspect the familiarity of the respondents with VGs and asked to quantify the time spent in gaming. The majority of students, twenty three (23) forms a percentage of (66%) have been playing games for more than ten (10) years. While, seven (7) students have an experience that ranges between six and five years representing (20%) of the whole population, the rest of the participants that is five (5) have been gaming from two until five years (14%).

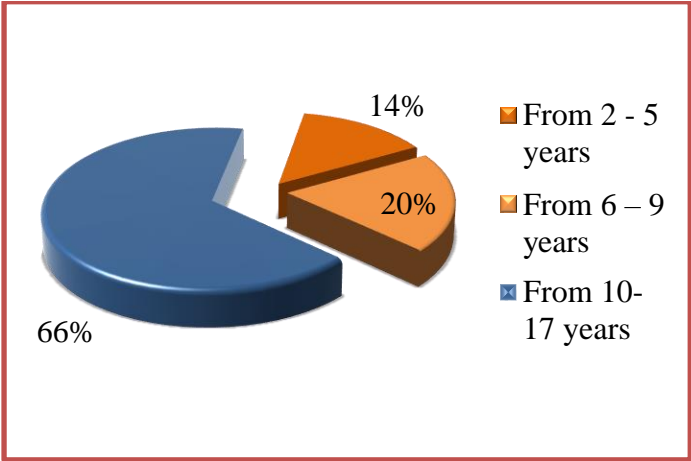


Figure 2.3 Participants' Experience in Gaming

Question 4:

This multiple choices question is asked in order to know the frequency of playing DGs. The chart shows that (42,9%) play games on a daily basis that is fifteen(15) student, when six (6) of the sample with (17,1%) sometimes are gaming. A matching percentage of (20%), a total of fourteen (14) respondents have ticked the 'often' and 'regularly' square, they are divided into seven (7) in each one.

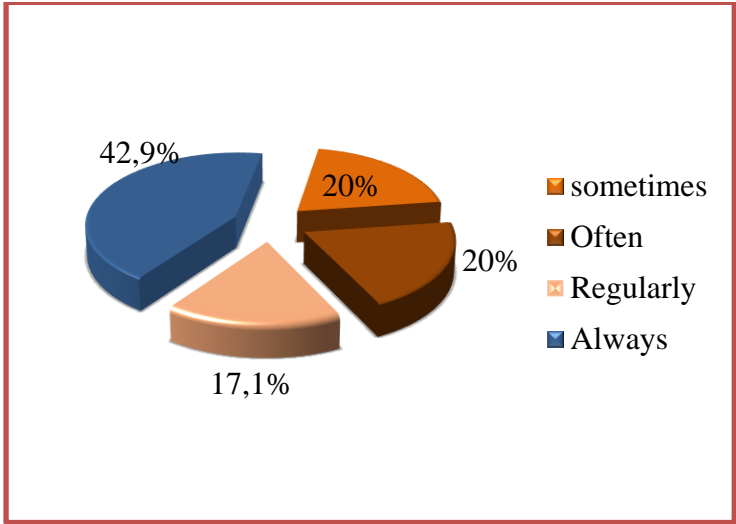


Figure 2.4 Frequency of Playing Games

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Question 5:

When asking this question to know about the common type of games played by the participants, the vast majority went to the third choice (57,1%) which is the equivalent of twenty (20) student. Eight of the sample with a rate of (22,9%) prefer multiplayer games. Whereas, seven (7) participants went for the single player games, that is (20%).

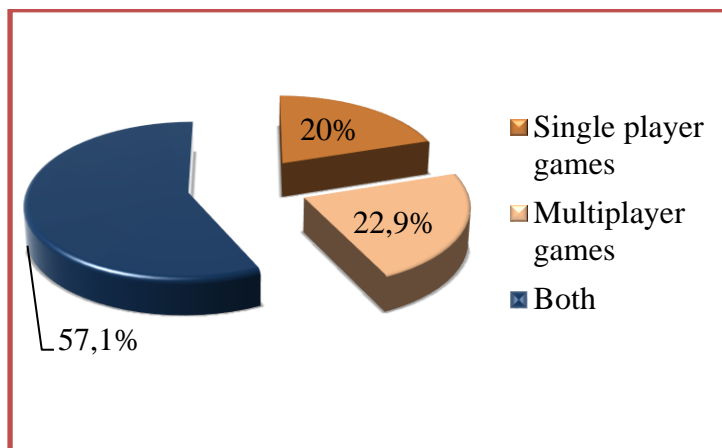


Figure 2.5 Type of Games

Section 2: The Impact of Video Games on Students' Speaking Skill

Question 6:

The first question in section 2 was meant to figure out students' perception in terms of video games' usage; a higher rate is attributed to those who considered themselves as entertainment and educational tools. Precisely seventeen (17) participants, they represent (48,6%) of the sample population, Fifteen (15) are using DGs to entertain rating (42,9%). Only three (3) opted for the second choice which means they view games as educational tool.

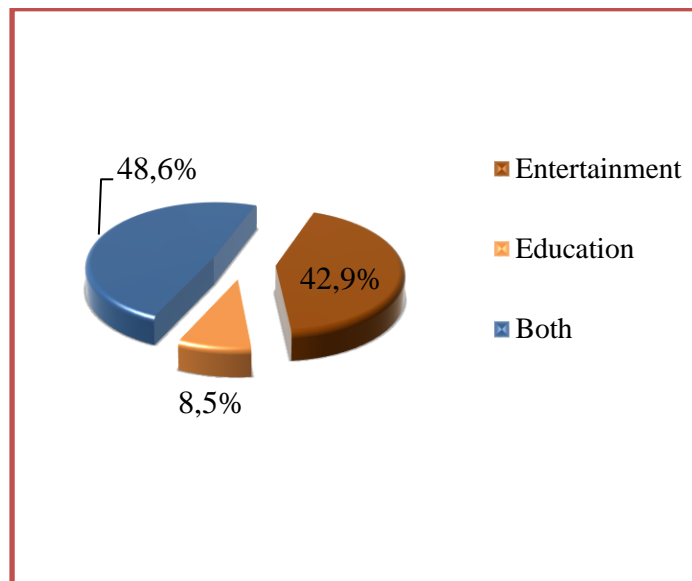


Figure 2.6 Games' Usage

Question 7:

For this question, great number of students claimed that they have developed their vocabulary due to gaming that is (48,6%) which is a total of seventeen (17) participants. Whereas, thirteen (13) of the sample affirmed they have improved their pronunciation, they hit a rate of (37,1%). Only a small portion (14,3%) confirmed that games had an impact on their grammar with a number of five (5) among the whole participants as it is shown in the figure below.

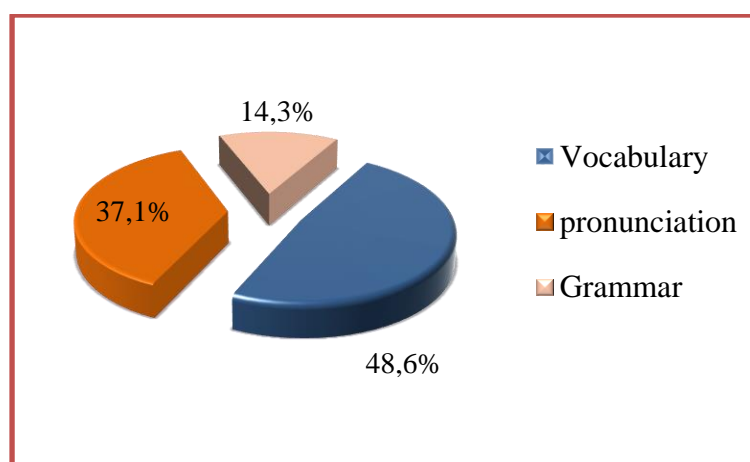


Figure2.7 The Impact of Games on Vocabulary, Pronunciation, Grammar

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Question 8:

This question was of paramount importance to figure out if gamers are relieved when communicating with other foreign players, since playing online open doors for them to be in touch with natives and non natives.

Accordingly, this question included two parts, it is an open ended, that is students should give their agreement by 'yes' or disagreement by 'no'. In addition to provide a justification joined with the answer.

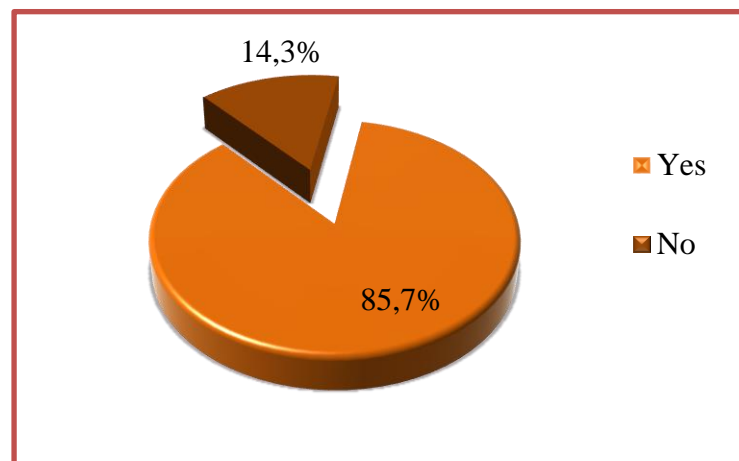


Figure 2.8 Students' Familiarity with Foreign Gamers

As it is revealed in the chart above, it is worth mentioning that not all the participants have justified their answers. The majority of them have placed their answers in the 'yes' box. They are a total of thirty (30) students which is an overwhelming number, it corresponds to (85,7%). Whereas, the remaining five (5) respondents have admitted that they are not comfortable in open discussions with other gamers.

In the second part of this question, students have been asked to give an explanation of their responses. The answers suggested show that a great range of students share the same opinion and experience in terms of viewing VGs as a tool of enriching vocabulary as well as, practicing the language with other gamers. Another reason cited is improving pronunciation

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besides fluency. Thus, they are comfortable while speaking and knowing that they are learning and enjoying at the same time. Others had distinct reasoning, as it is obvious that all gamers are gathered in their community. Hence, they are having a mutual passion of loving to play. Been able to communicate and rounding distances between participants is what makes them feel that they are in their comfort zone. In other words, the gaming world is a magnitude that attacks them. Furthermore, other respondents had one voice concerning communication with other gamers. Portion of the sample has claimed that they feel free and not been judged when committing mistakes are pushing them to be in touch with gamers and express themselves freely even when making mistakes they view it as a chance of learning more. Denoting that VGs platforms have no constrains of misunderstanding or inaccuracy during speaking. As long as they are able to transmit the message there are no obstacles then. Meeting other people or communicating to new people via English was another reason mentioned by students. While an additional reply has been registered, claiming that using English is a must in order to communicate with people of different nationalities since they are good speakers then talking to them is not an issue.

On the contrary, few responses were negative; they had low self esteem even anxiety. It means they were afraid of been judged upon their English. Thus they have refused the idea of contacting and speaking with players, they just want to stay out of the chat groups.

Question 9:

The following question targets knowing the impact of team mates as a support of practicing English on the player. The majority (80%) have answered with a 'yes' which is the equivalent of twenty eight (28).while, the minority seven (7) selected 'no' ending up with a rate of (20%)

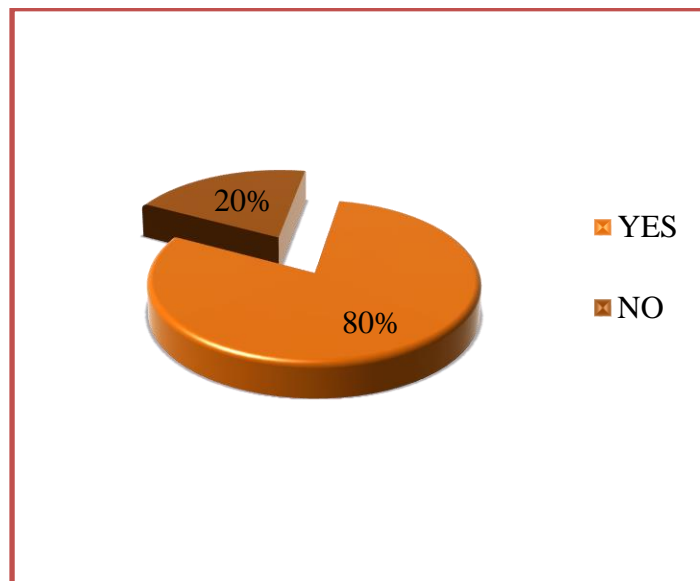


Figure 2.9 The Mutual Support between Gamers

Question 10:

The aim behind adding this question is to examine whether students utilize the vocabulary gained from VGs in life in addition to give a rationalization. Including this question was crucial since it is directly related to one research question. In this respect, a set of reasons have been put forward by participants.

In the case of 'no', a justification has been asked in order to know the reason behind such answer. The common replies said that video games are irrelevant to the context.

The vast majority of participants said they indeed apply what they have learned and gained from DVs into real life situations including classroom. This means that the amount of words collected is helpful in expanding and building players' vocabulary surely in addition to the background words that already existed from other sources, yet only a student has a contradicted opinion. Accordingly, he/ she has asserted that words are inapt with the classroom needs.

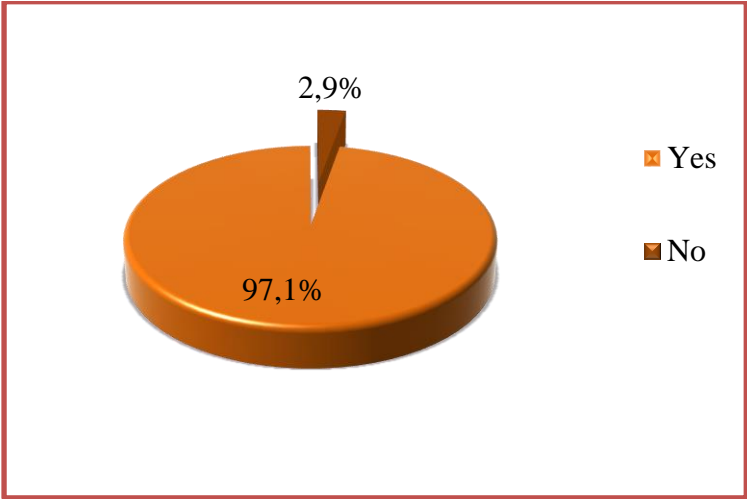


Figure 2.10 Students' Use of New Words

Question 11:

The reason behind this close-ended question is to investigate the amount of words earned in gaming and its relation to performance. Thus, a higher rate (88,6%) is belonging to those who agree that the vocabulary acquired from VGs is helpful in class with a number of thirty one (31) responses. Meanwhile, a low rate in registered (11,4%) which equals four (4) students.

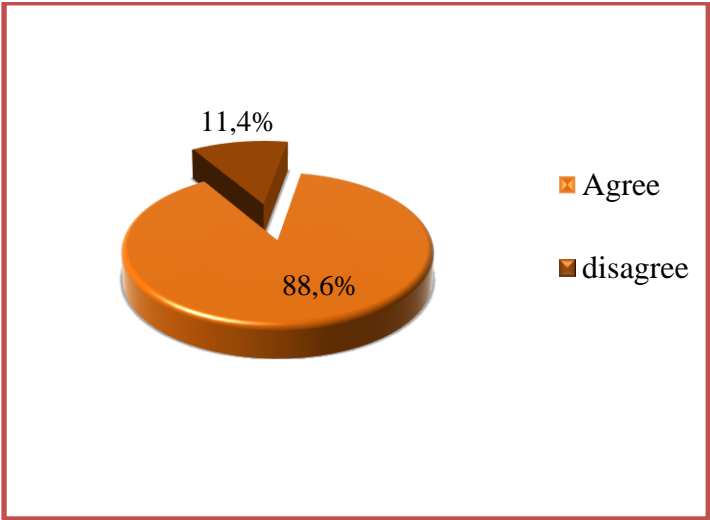


Figure 2.11 The Role of Vocabulary in Performing

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Question12:

As the figure shows more than half respondents are represented by the percentage of (94,3%) who believe that VGs can be used in oral sessions as an illustrative example which is picked by thirty three (33) student. While, few participants (2) have chosen ‘no’ as an answer.

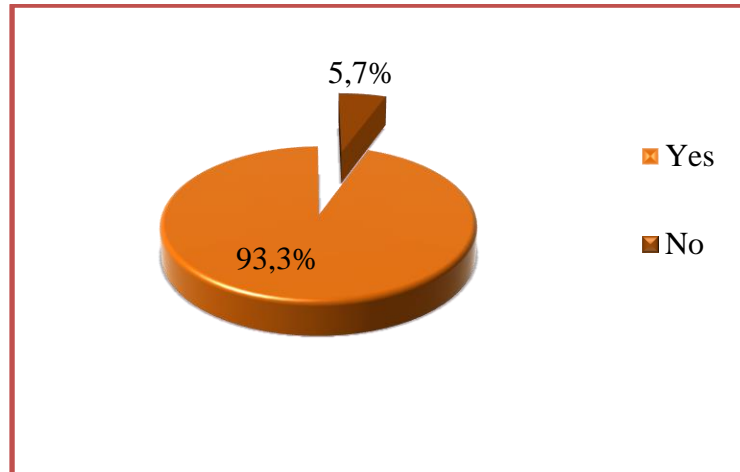


Figure 2.12 The Use of Video Games in Classrooms as a Support

Question 13:

When asked about the type of games that are helpful in improving speaking, three option have been set to have the students’ opinions about these well-known games in the community of gaming. ‘Fortnite’ is the most selected game by eleven (11) students with the highest rate of (31,4%). In the second place comes ‘Pubg’ rating (28,6%), it was chosen by ten (10) informants. Whereas, ‘Fifa’ and ‘Call of duty’ are selected equally by seven (7) participants, with a general rate of (40%) as it is demonstrated in the graph and table below.

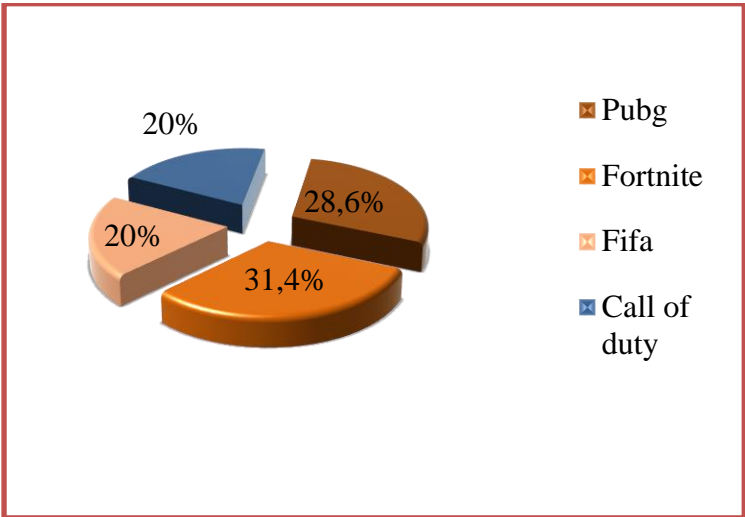


Figure 2.13 Effective Games’ in Enhancing Speaking

In case students have some other suggestions, they have been asked to give other examples; there answers are summarized in the table below:

Table 2.1 Students’ Suggestions of other Games

V rally	Crash bash
Phantom pain	Bomb squad
Far cry	Heavy rain
Need for speed	Downhill domination
Hidden hotel	Apex legends
Adventure Quest worlds	Overwatch
Tekken 7	Forza
Free fire	The Sims
Uncharted	GTA 5

Red dead redemption	God of war
---------------------	------------

Section 3: Suggestions and Recommendations

Question 14:

This question attempts to collect views in accordance to recommending VGs in order to expand and improve L2 learners' English. Hence, the majority thirty on (31) student of the sample have stated that they positively would recommend it, that is to say they represent (88,6%) out of (100%). Meanwhile, four (4) had another saying in this and reply with a 'no', eventually their opinions symbolize (11,4%).

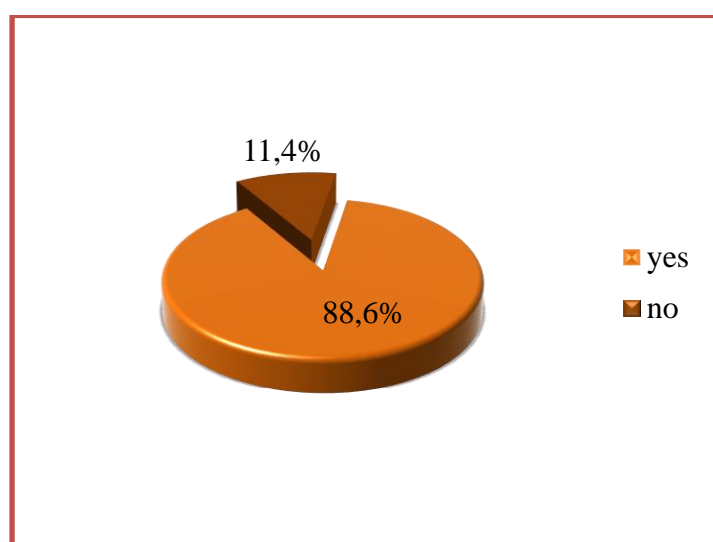


Figure 2.14 Video Games' Recommendations

2.8 The Interpretation of Teachers' Interview

All the teachers were asked the same questions. In other words, fifteen (15) questions have been posed to the oral expression teachers. The sample involves six (6) teachers all of them have replied to the interview, one of them has apologized because he/ she has not an insight into video games world. Moreover, it is divided into three sections similar to the questionnaire. The first one seeks knowing the background information about the interviewees, the second part aims at getting deep information in relation to the impact of

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DGs on both speaking and achievement of learners from teachers viewpoints. Part C is about suggestions and recommendations.

Section one: General Information

This part includes questions from one (1) to five (5) targeting the background information about the oral expression teachers.

Five (05) teachers are Doctorate holders and only one teacher holds a Magister degree. Three of them are full time teachers; the other three are part time teachers. For their experience, it ranges between five years and fifteen years as EFL teachers. Whereas, the average experience in oral expression varies between 1 to 7 years. Concerning the time allotted to the oral expression, the following table summarizes their replies:

Table2.2 The Time Allotted for Oral Sessions

Answers	N=6	Percentage
Sufficient	3	50%
Not sufficient	3	50%

As the results show, on one hand five (5) of the teachers asserted that the weekly time allotted is enough, rating (50%). On the other hand, the same rating (50%) which equals five (5) interviewees have reported that the timing of the oral expression classes is appropriate. Their answers had to be justified.

This clearly demonstrates that they are holding to two ideas, the first one is related to the students' number which they view it as a constrain in comparison to the time given for performing. The second point has argued that it is challenging to provide learners with substantial lectures in the presence of short period of time.

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Section 2: The Impact of Video Games on Students' Speaking Skills

Question 5:

This first question in the second part is seeking to investigate the reasons of having hardness to express themselves in front of their classmates or with teachers.

The results exhibit that, in the absence of vocabulary, most interviewees come to agree with one major source. They have continued to explain saying that vulnerability prevents them from openly expressing themselves freely. They have also linked the difficulties to students' shyness, as one of the interviewees declared that this point should be listed because students build this fence that can also lead to stress. Anxiety is another competing problem in performance. Whereas, practice is an aspect that is also missing for learners. Therefore, what characterizes them with difficulties are self confidence and lack of motivation. Some teachers attribute this struggle to shortcomings in grammar.

Question 6:

This question has two parts the first one is concerned with getting feedbacks from interlocutors about incorporating ICTs into the learning/ teaching process. The second part requires an explanation for their answers.

The table below displays their choice, all of them six (6) have agreed on the importance of integrating ICTs into education by a rate of (100%).

Table 2.3 The Use of ICTs in Learning

Responses	N=6	%
Agree	6	100%
Disagree	0	0%

As far as the second section is concerned, one teacher did not provide a justification for his/ her decision. Some of them have confirmed that technology is embraced by this new generation since it is appealing and stimulates their attention. Others have said that ICTs are

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of great significance because they improve creativity and autonomy of students that leads to academic improvement and enthusiasm for more knowledge to be found.

Question 7:

This question has a connection with the previous one, because it narrows down the technology scope into Video games. It aims to examine the advantages of video games on English learners.

Technology has brought diversity in the teaching/ learning process according to the replies of the respondents. Therefore, both students and teachers no longer rely exclusively on conventional approaches as they incorporate some other technological sources to be part of the instructional material. Besides that, in an entertaining environment, it enriches vocabulary. Hence, they grasp accents and dialects as it allows learners to be in contact with natives. Whereas, others view video games as encouraging cooperative learning, team work, and spatial skills. Another teacher said that an open minded student is the one who has the ability to debate and defend the self that is what digital games provide. That is to say, DGs help to grow one's personality without being dependent.

Question 8:

This question was posed to know what kind of abilities video games strengthen. It overlaps the achievements accomplished by gaming; therefore, it has a close relationship with one of the research issues.

The overwhelming majority of the respondents agreed on one point, and most decided that the advantages of video games are listening as a first ability then speaking as a consequence of the former. Others consider the various benefits embodied in problem-solving, together with the ability to draw conclusions, reasonable judgment and make rational decisions on collection of knowledge, guidance, based on the evidence, interpretation,

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instructions and analysis; this is called critical thinking. Another teacher asserted that communicative skills and spatial abilities are among the pros of video games.

Question 9:

The plurality of teachers had the same viewpoint when asking about the reliability of video games in improving learners' performance. Four (4) have affirmed that DGs are one of the credible resources for consolidating students' oral performance with a rate of (66,7%). While the suggestion of considering games as material to develop oral ability was rejected by two (33,3%).

Table 2.4 The Reliance of Video Games in Enhancing Speaking

Answers	Repetitions	%
Yes	4	66,7%
No	2	33,3%

Question 10:

The purpose of this query is to figure out how the teachers interpret video games. Choices have been offered for the first part. Four of the respondents ended up by preferring the third option 'both'; whereas, the others (2) went for the first suggestion which means that they consider digital games only as an entertaining tool.

Table 2.5 The Role of Video Games

Yes	No	Responses
4	2	Repetitions
66,7%	33,3%	%

For the first half, the interviewees had to offer fair responses to their choices, viewing gaming as a waste time and distracting students with irrelevant items instead of benefiting from other important things. Another instructor held the same opinion claiming that educating

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tools are designed with educative features and intended for learning purposes, which is not the case of games.

The second group perceived games concurrently as an interactive and instructional tool at the same time. On one side they have a plot (story) and become a source of enriching vocabulary in addition to encouraging the character to experience the atmosphere, and be immersed in the story's setting. In turn, they set the standard for language instruction and develop listening and communicating. At the other side, they are found amusing.

Question 11:

The importance of this question lies in the willingness of interviewees to identify reasons that enable students to feel confident using the language when playing. It is essential to mention that the same question was asked to students. So, it is viewed from both lenses.

Respondents gave a variety of explanations based on their knowledge that experiencing the same value, interest, and inspiration are relieving as well as helping to connect easily, yet others gave another justification to suggest that chatting to mates is what makes them feel relaxed. One interviewee has stated that gamers ought to learn and use keywords relevant to the objectives of the game without focusing on the structure of the language or relying on the grammar. So, mistakes are not a problem in communicating.

Question 12:

The goal of this question is to find answers related to the effect of technology "video games" on EFL learners in comparison with the traditional methods of teaching.

In answer to the issue most, if not all, educators agreed that technology, such as video gaming, cannot substitute teachers. They have proceeded to clarify that games are not focused on instructional or correct language; most of the time rely on dialects. In addition to that, the goal of EFL learners' is to master the language. So, they definitely need real structured courses and assignments to master the four skills, which is not achievable through games.

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They have even said that VGs can create a gap between teachers and students when the role played by both of the later is crucial. However, others didn't deny Video games' position and believed they could be used alongside with traditional teaching. Just one interviewee didn't hold a common opinion similar claiming that conventional teaching can be replaced in deed. To support this response, he/ she have said that DGs develop cooperative learning and further abilities such as critical thinking and creativeness.

Question 13:

A yes / no problem has been brought forward about the effect of game-based learning in improving speaking skills. Concerning this question, the majority; five teachers; share similar opinion in regard to the principles of game-based learning. Although, only one replied by 'no'.

Section 3: Suggestions and Recommendations

Question 14:

This question was intentionally placed at the end to give interviewees the floor to express themselves openly and to offer all suggestions for learners in order to develop their speaking abilities, it even set the floor to provide recommendations and feedbacks that support students.

Teachers' perceptions are diverse; some of them embraced the games based learning concept during the whole discussions, whilst others view it as an additional approach to the traditional one. Although some were not accepting this approach, eventually they were asked to speak up freely on some suggestions. Accordingly, there replies were variable. Some respondents suggested to:

-“Watch documentaries, official movies “that contain formal language”.

- “listen to songs, select appropriate video games that are designed upon communicating”

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- “Practice listening first then speaking”

- “To be exposed to language in real life situations with native speakers”

- “Read a lot to enrich vocabulary”

- “Avoid anxiety”

- “Open debates with others to gain confidence”

2.9 Conclusion

This chapter has explained the research design. Presenting first an overview of English in both Algeria and the setting where the investigation took place “Belhadj Bouchaib University Centre”. Following it by giving the motives and objectives behind such research. It has also given insight to the research methodology opted for with clarification of the research methods; qualitative and quantitative. Besides a section related to the instruments and the sources of information gathered, they are represented in a structured interview and an online questionnaire. It is preceded by a description of the informants and interviewees. This chapter will be followed by analysis of the gathered data.

Chapter Three: Data Analysis and Interpretation of the Results

3.1 Introduction

3.2 Students' Questionnaire

3.2.1 Summary of Students' Questionnaire

3.3 Teachers' Interview

3.3.1 Summary of Teachers' Interview

3.4 Discussion and Interpretation of the Results

3.5 Suggestions and Recommendations

3.5.1 Suggestions

3.5.2 Recommendations

3.6 Conclusion

Chapter Three: Data Analysis and Interpretation of the Results

3.1 Introduction

This chapter is set to verify the veracity of the formulated hypotheses. It is concerned with discussing the results obtained from students and teachers involved in the present study as well as, interpreting the main findings.

Accordingly, this part examines the information gathered from second year students' online questionnaire and oral expression teachers' structured interview. Besides, it states recommendations concerning the games' choice. It presents also some suggestions in order to take full advantage of video games in enhancing students' proficiency and speaking skill.

3.2 Students' Questionnaire

In the journey of carrying on this research and in order to gather different perspectives concerning the effect of video games on students' performance a questionnaire was addressed to 2nd year EFL gamers. It has helped in defining their background and their experience. As well as, pointing out their interests and impact of gaming on their achievements. In this respect, a number of 35 students have provided answers.

In this essence, this part is devoted to the discussion of the main results gathered from students' questionnaire and drawing conclusions.

3.2.1 Summary of Students' Questionnaire

As the questionnaire was designed and addressed for students, the second hypothesis suggested that video games may improve the speaking abilities of students was confirmed.

After delivering the online questionnaire to students who have been chosen under some conditions i.e they are EFL learners with an experience in playing games and excluded the others since they are not acquainted with gaming, the results reveals that their experience

Chapter Three: Data Analysis and Interpretation of the Results

varies from two and seventeen years. The questionnaire helped gathering information about their background. The findings show that the majority of students hold a good level in English as well as in four skills (listening, speaking, reading, and writing). Most of the participants play both of online and offline games on a regular basis which shows their attachment and commitment. Even though some of them prefer offline, they are still immersed in games. Their answers reveal that they view video games as an entertaining and educating tool since most of them have enriched their vocabulary, developed their pronunciation and grammar through gaming. Then game-based learning is of great importance in enhancing speaking abilities. More than that, they have agreed that DGs can be used as an illustrative and a support in developing speaking even can be used in classrooms.

3.3 Teachers' Interview

The structured interview has been adopted as a second tool to carry on this inquiry. The main purpose behind it is to point out to the effect of video games in prompting students' speaking skills as well as achievements from teachers' perspective. For that, a set of open ended; close ended even multiple choice questions have been asked.

3.3.1 Summary of Teachers' Interview

All the teachers were asked the same questions. In other words, fifteen (15) questions have been posed to the oral expression teachers. The sample involves six (6) teachers all of them have replied to the interview, one of them has apologized because he/ she has not an insight into video games world. Moreover, it is divided into three sections similar to the questionnaire; the first one seeks knowing the background information about the interviewees, the second part aims at getting deep information in relation to the impact of DVs on both speaking and achievement of learners from teachers viewpoints. Part C is about suggestions and recommendations.

Chapter Three: Data Analysis and Interpretation of the Results

First of all, it is important to mention that teachers have also shared the same opinion as students concerning the benefits of technology particularly enriching vocabulary and be in touch with natives. They have also confessed that players make use of digital games in order to practice the language and give various ways to practice this foreign language. Additionally, they have asserted that DGs help students not only in improving their speaking skills, but they are also effective in enhancing their EFL learners' achievements.

In addition, both EFL learners and teachers agreed that DGs are used to entertain and learn. It has been confirmed by the interviewees and participants that learning the language and improving speaking are inevitable since inspiration derives from inside the players themselves and is not derived by an external incentive. In turn, interviewees brought out a range of suggestions including: communicative skills, critical thinking, and problem-solving. In fact the proposed hypotheses are confirmed.

3.4 Discussion and Interpretation of the Results

The analysis of the questionnaire for students and the discussion with teachers enable to collect a significant deal of evidence in regard to the effectiveness of games-based learning on the speaking of L2 learners. This was achieved by examining the perception of students regarding video games and their impact on their own performance in classroom even in general life. Through fact, the study sought to figure out the contributions of DGs on learners' achievement. The questionnaire and interview results are specifically set out in depth below.

In addition to the questionnaire, the structured interview was addressed to oral expression teachers to collect data during this enquiry. The information gathered from both instruments has approved the first and second hypotheses. They are represented as follow; gaming is effective in improving students' speaking skills; whereas, the second assumed that game-based learning is helpful in enhancing EFL students' achievements.

Chapter Three: Data Analysis and Interpretation of the Results

Moreover, several respondents consider video games as an effective medium to practice speaking, communicating and getting in contact with natives, in a sense that they see them as a forum and an opportunity to develop their language without becoming reliant on teachers or classes, without been placed under pressure or strain. Hence, they are able to express themselves freely; besides, they are learning without anxiety.

Furthermore, many participants find games as an interactive device that specially effect listening, speaking and promote other skills. They are a friendly engaging atmosphere and immersive tools where players can interact and chat with friends of mutual interest.

In fact, most of the participants welcomed and supported the idea of utilizing video games as an illustrative tool in classrooms and asserted that they have benefited from them in improving their vocabulary, pronunciation in particular, and their speaking skills in general. Thus, all the respondents' answers and results prove the first assumption.

One point that is conducted from the responses to the questionnaire is that video games are an appropriate tool for vocabulary growth and pronunciation, because most of the participants who took part of it confirmed that DGs offer a great deal of new terms.

At the beginning gamers need to be familiar with the game. Hence, they start analyzing the character, the atmosphere, the story. During the game they start reading texts, getting commands and assignments, here they are exposed to language, so they start filling in their jargon and growing their vocabulary. Then, comes the deep thinking; in story driven games; when analyzing strategically how to defeat the enemy or solve mysteries. During the journey of gaming some boundaries of anxiety to communicate with others and poor vocabulary are overcome, where English is the medium of communication. At last, self- education and entertaining are achieved.

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To conclude, most of the participants and teachers affirmed game-based learning and its effect and importance on the speaking, besides enhancing the students' achievement and productivity. As an optimistic and inspiring environment as a medium of highly enjoyable entertainment, video games profoundly influence language learning, vocabulary and pronunciation. They are tools that should be used alongside teachers and other tools to accomplish learning.

3.5 Suggestions and Recommendations

As stated earlier, the central reason behind this work is the recognition of the relation between video games and L2 learning knowing also the consequences and their affect on vocabulary, pronunciation, and speaking. The outcomes of this investigation helped to propose some suggestions and recommendations for students in order to enhance speaking and benefit from video games in learning since they are common between ranges of students.

The research owes all the finding to the questionnaire and interview. Based upon the analysis of the sample replies and taking into consideration the literature review. Some guidelines and suggestions have been proposed in order to use video games appropriately outside the classroom.

3.5.1 Suggestions

One content sector which has been a constant provider to the world of non-native English speakers has been the production of video games. The development in computer games has been sufficiently developed to be comparable with films, cartoons and books in their capacity to reveal, show and direct an entertaining narrative and plot. Video games offer two significant benefits over the other media which are interactivity and conversation facilitation. Growing the dexterity of non-natives is highly useful in promoting contact.

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Imitation

Input is a vital aspect of language learning. It offers the main facets of language to learners such as verbs, phrases, sentence, and phonology to name few. Hence, they are able to produce a comprehensible output. The MMORPGs allow player to be in contact with natives, so imitating them is helpful in enhancing speaking. By the same token imitating can include more than words even accents. The player is engaged in an environment that offers an immersive amount of linguistic feedback with accompanying images, auditory stimuli and meaning. Therefore, mimicking and simulating the characters, even repeating after them to have the same native flow is suggested to improve performance.

Listening first then imitating out loud what have been heard is also another tip to improve speaking. When coming across some new phrases or even idioms, new expressions, repeating them allow the former to be part of the vocabulary and enhance fluency. Because when imitating learners focus on the rhythm, intonation, accent beside the pronunciation of the words individually. Eventually they stick in the memory and will be produced naturally and spontaneously.

Motivation

Motivation is important in regard to video games. Using a foreign language when playing video games is very successful because it is extremely motivational regardless of its amusement appeal because there are no forms of coercion or assessment that may discourage participants from utilizing the language freely. Since they are motivational to promote the state of flow and practice the language. Because players view VGs as an enjoyable, low anxiety experience and have cooperative aspect in the case of MMORPGs and other games, they pave the way for gamers to easily communicate with the presence of high motivation that is why they have to take advantage of the impulses and practice speaking with natives. Video

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games and cartoons engage the attention of learners, create a non-threatening atmosphere in presenting information and have potential to encourage thinking process and discussion skills

Interaction

Interaction is a very important aspect of VGs, defined as anything that relates to any interpersonal interaction that occurs either in real life or through electronic means. This criterion best defines many DGs, as most of them have an English Vocabulary and provide players with several chances to use the new words collected either heard or visualized with other players which enhances the learning of utterance. The way VGs improve speaking skills, is by providing them with new words within their appropriate context. This is achieved by the activation of other senses when displaying pictures or orders and make the character take the correct action.

The interaction is not only within gamers, but it is also between the player and the game. In this respect, interacting with non player characters is very helpful. Knowing what NPCs are saying is quite important in order to complete tasks, here using dictionaries or any translating application is necessary for the words to be fossilized in the brain. Nevertheless, guessing the meaning without using any aid stays a better choice, with the help of visual cues, voice performance, expressions, narration and context are all the aspect of the game which facilitate understanding when are combined with verbal tools,. If a phrase or a sentence pops up, the term can be interpreted this is a perfect way to connect words to visual objects. As a consequence, the language information gaps are recovered without the use of the dictionary. This way players are not pulled out of the game.

Video games give an opportunity to speak with natives and interact with them. Therefore, communicating with natives is beneficial in practicing the language, since most students confirmed that they are comfortable in chatting with other gamers, and there are no prejudices in gaming then they should consider such pros. Of course this does not mean that

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the conversation is going to be flawless, however games are the ground of practicing where students can test their proficiency, use different terms. Surely this is not assuring that the conversation will be error free, thus they can record or document themselves review and evaluate the errors in order not to slip again in the same lapse.

Role play/ simulation

Fear is the enemy of every kind of action. When needed to talk professionally in a meeting or in the case of learners, to deliver a speech and develop their actual speaking skills. There are a variety of approaches available to alleviate the anxiety. One of the methods is role play.

Games evolve around the player's agency, even in the most simplistic situations. Instead of being a passive spectator, an active participant is a layer at the game, instead of just watching what is going on and how they are doing a certain task, the behaviors of characters have a direct effect on the players. However, students should be patient throughout the process of learning. The former is known as the role play.

It is of paramount importance to estimate the amount of time in progressing and leveling up, which is provided by the playing environment i.e. VGs provide exercising in a low pressure environment as frequently as possible to create trust such that the learner feel confident. One of the appropriate games is "The Sims". RPGs allow the player to be in the shoe of another character, evolve and change over the course of the game.

Furthermore, avoiding purely action-based games because the player will be way focused on the win rather than dialogue and communication. Besides action games pull and immerse the player, so he/ she can concentrate only on the team, leading, winning and scoring

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the highest points. Except the player hold an advanced level in English, then action will not be an obstacle.

Play MMOs/ MMORPGs

Video games have evolved, so graphics and other multiple features. Plots are getting better and people have started to understand the value of virtual environment as well as use it for learning and developing skills. Realizing that not only books and teachers are the knowledge providers, but video games can also serve peoples' needs particularly gamers. VGs can be used for more than shooting enemies or building castles, they offer a break from the ordinary methods of learning.

Basically, English is the medium of communication and the instructional language so, gamers are obliged to use it and practice it which is considered a motivation on its own besides using the language spontaneously. Here are some tips that can assist in fully profiting from MMOs/MMORPGs to enhance speaking and help in building up students' proficiencies.

- Both games and players provide connotative meaning. In other words, when playing with natives they tend to use some intrude concepts or idioms that non- natives find odd. Therefore, it is of paramount importance to ask for their meaning or search for it in order to use them in daily life, expend EFL learners' background knowledge as well as developing communication skills.

- To fail is an opportunity to grow and learn more as video games call for diligence and learning from mistakes. DGs urge for trials and errors especially in advanced levels of games then is it important to choose games with purposes, complex plots and avoid simplistic one

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- It is known that games require quick thinking and immediate decision making. Hence, player should take into consideration this privilege in growing their critical thinking and train the decision making skills at the end, apply them into other challenges even in real life.
- Choosing role-playing games is essential in a way that they help in collecting an honorable amount of words gradually and prepare learners for real situations in life since the gamer can tackle many topics. The role plying games' characters can be embodied in different situations such as a doctor, avatar, a police officer, etc.
- Be engaged in games that require leaderships. To take responsibility of the team and lead it to success is a great achievement for a gamer where the former are immersive and ideal ways of learning management, as it is handy in real life. In addition to enhancing collaborative skills.
- Practice reading skills and that is when instructions pop on the screen, they have to be quickly read. Then to pick a game with enough texts is essential.
- The best way to practice listening is to choose a game with cinematic footage. As digital games' developer get use of famous actors with good accents and natural English.

Twitch

Before discussing the usage of twitch it is necessary to introduce it. Basically Twitch is an online platform that contains live streaming videos; it was first introduced on June 2011 and is currently owned by Amazon. It includes Esports, contests and individual players' personal streams.

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Accordingly, this is a different tool of learning because gamers do not actually play, they rather watch others play. In order to use this application in learning it essential to go first to Twitch then click on Browse and select the target language. After that, dozens of native streamers will pop. This platform also provides the chance of choosing the type of games that can be watched. It gives multiple ways to practice the language especially listening, writing and reading as it provides a chat box where is possible to communicate with others. Besides that, it is always a good way to broadcast someone's speech as he/ she is playing then review it in order to evaluate speaking abilities.

3.5.2 Recommendations

Video games' market is full of multiple choices and some appealing games which make choosing one a hard task. Therefore, a couple of recommended DGs are provided in order to help enhancing speaking even acquire other skills and competencies. They are chosen upon some conditions such as dialogue based games, role playing, graphics and simulation, the availability of subtitles and communication with other players. Here is a list of games:

- **Console games:** The Walking Dead (2018), Fortnite (2017), Sims, Minecreaf(2020), Marvel games. Civ IV (2010), Myst, Detroit: Become Human (2018),Uncharted 4: A Thief's End (2016), The Witcher 3: Wild Hunt (2015) Life is Strange (2015), The Elder Scrolls V: Skyrim (2011), Heavy Rain (2010) Dragon Age: Origins (2009),Metal Gear Solid 3: Snake Eater (2004),Star Wars: Knights of the Old Republic (2003),Resident Evil 3(2020).
- **Mobile games:** Heads'up (2013), Naruto Slugfest (2020), Blade XLord (2019), Game of Throne Beyond the Wall (2017), Dead by Daylight Mobile (2016), Call of Duty (2019), Asphalt 9 (2018), Left o Survive(2020), Gwent: The Witcher Card Game (2016).

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Some of the previously mentioned games can be played on consoles or mobiles. By the same token, when choosing a mobile game one must go to the screen that have all the information needed to download and scroll down to the languages area that display all the accessible languages. The most common one are English, French, German, Italian, Polish, Chinese, Russian, and Spanish. Thus, it helps picking games with English subtitle which makes following along easy.

Moreover, choose games that provide multiple decisions in making a personal plot with your own dialogue in order to take the time to read and look for meaning such as Heavy Rain. In addition to games that have access to native speakers around the world on an American or European server, chat with people over voice or via messages. The later is beneficial to organize thoughts and ideas, ask questions, and read replies.

Finally, it is of paramount importance to mention that during the process of carrying out this research, and after framing the work. The results revealed that gamers use certain slang in communicating their ideas, they even use code switching between English and other languages mostly their mother tongue. Then, this work sets the floor to search further concerting these linguistic phenomena. Furthermore, it open doors to think how to implement video games in classrooms and take advantage of the already existing DGs that are designed for educational purposes, since they hook people in an entertaining and educating world.

3.6 Conclusion

To conclude, this chapter shed light on the benefits of digital games and the changes that has brought to learning English in particular improving the speaking skills. It has tackled all the results obtained from both questionnaire and interview, which have been used as two data collection instruments. This investigation took place at Belhadj Bouchaib University Center. In this respect, the main purpose of this chapter is to inspect closely the sample

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population' s view when it come to video games and their impact on speaking and that is concerning both oral expression teachers and second year students, precisely the one with an experience in gaming.

Therefore, it attempted to test the hypotheses which were put forward at the beginning, designed in binary with the two research questions. It has also provided series of suggestions for learners and recommended various types of beneficial games to improve English and each one have the ability to assist in developing skills “listening, speaking, reading and writing”.

General Conclusion

General Conclusion

In order to bridge the gap between learners and their achievements, they tend to rely on different methods and tools, video games prove to be having a positive role serving their needs if they are well used. The combination of games and education refers to games-based learning. Despite the fact that the former are frameworks in which players participate in an artificial confrontation described by laws and rated by a quantifiable outcome, are stereotyped as made for entertainment solely, they can exponentially develop players' skills and competencies and can be used as an educational tool. Accordingly, this study is intended to scrutinize the effect of modern video games on EFL learners as well as their impact on learning. Furthermore, the research highlighted the influence that gaming has on their achievements.

This research comprised of three chapters; each one is complementary and paved the way to the following. The first one was an entry to this work; it has reviewed literature about game-based learning and the importance of games as an educating and entertaining device, emphasizing on the modern education, tackling also speaking as a skill. It highlighted the positive impact of gaming on students' proficiency. In addition, the second one focused on the research design and methodology beside the two instruments used in collecting the necessary data to carry on this investigation and sampling. For the third chapter, it dealt with the main results. Then, it presented suggestions and recommendations.

During the collection of data two instruments were used, an online questionnaire addressed to second year EFL students at Belhadj Bouchaib University Centre. In addition to a structured interview arranged with teachers of Oral expression.

The results confirmed the formulated hypotheses. The researcher has hypothesized that gaming plays an effective role in building skills other than the four skills which are listening, speaking, reading and writing. The pointed competences refer to problem solving and critical

General Conclusion

thinking, just to name a few. Then, the first hypothesis is confirmed. For the second one it has suggested that video games are a support and a tool that contribute in learning and enjoying at the same time. They are also an effective device of enhancing speaking if well used and with selecting the appropriate games. Hence, the second hypothesis was proved. These hypotheses were suggested in relation to two research questions. On one hand, the first one was an attempt to examine the achievements reached through gaming and the benefits that come alongside with it. Therefore, the investigator suggested some guidelines in order to take full advantage of video games, even recommended a list of games that may contribute in improving skills. On the other hand, the second question relates the game-based learning with enhancing students' oral performance.

During the conduction of any research some uncontrollable factors took place and imposed constraints on the methods and conclusions. They are the deficiencies, circumstances or factors that cannot be controlled by the researcher. This work has shortcomings and limitations. What should be noticed is that, the research has been conducted on a small number of participants and was limited only to second year EFL students which cannot be representative of all gamers. Another limitation is concerning the epidemic covid-19 that has shaken the world and affected all fields of life in general including education. For that, it has affected the collection of data especially the interview, since the researcher has planned to interview eight teachers, yet managed to be in touch with only six of them.

Last, it is important to state that these results are concerned with new generation of games, these results cannot be applied on games which do not have language, or the language is barely important. This research paved the way for other researchers to search more about the impact of gaming on the other skills, paves the way for other investigations in the field of gaming and their relation to learning.

General Conclusion

To conclude, this research shed light on a widely spread phenomenon among people from various demographic backgrounds specially youngsters. This study tried to inspect the role of video games as learning tools for EFL learners as well as, investigating their impact on students' achievements and skills.

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APPENDICES

APPENDIX A

Students' Questionnaire

Dear respondents; the main objective behind this questionnaire is to show the impact of gaming in improving EFL learners' speaking skill. Please choose the idea that best reflects your point of view.

Section 1: General Information

1-How do you evaluate your English level

Weak average good excellent

2- How do you evaluate your skills in English (put a cross in the right box)

Level \ Skills	Weak	Average	Good	Excellent
Listening				
Speaking				
Reading				
Writing				

3-How long have you been playing games?.....

4-How often do you play video games

Sometimes often regularly always

5-Do you play:

Single player games (offline)

Multiplayer games (online)

Both

Section 2: The Impact of Video Games on Students' Speaking Skill

6- Do you use digital games for:

Entertainment education both

7- Video games improve your:

Vocabulary

Pronunciation

Grammar

8-Do you feel comfortable when speaking with foreign gamers

Yes No

Why

9- When playing duo or in squad, do your teammates support you to speak better English?

Yes No

10- Do you use words that you have learnt during class or in life situations (outside the class)

Yes No

If no why?.....

11- The vocabulary gained from video games helps you in well performing in the oral sessions.

Agree disagree

12- Do you see that video games as an effective tool to be used in oral sessions?

13-According to you what are the games that most help in enhancing your speaking skill ?

Pubg

Fortnite

Fifa

If others
specify.....

Section3: Suggestions and Recommendations

14- Would you ever recommend an EFL learner to play video games for the sake of improving his speaking skill?

.....

Thank you for your collaboration

APPENDIX B

Teachers' Interview

Dear teachers,

This interview is part of a master project designed to investigate the significance of digital games in enhancing EFL students' speaking skill and achievement .So, could you please give clear answers to the following questions.

Section1:General Information

1-what is your status?

Full time teacher part time teacher

2-How long have you been teaching English? years

3-For how long have you been teaching oral expression? years

4-According to you is time allotted to oral expression

Sufficient not sufficient

Why?.....
.....

Section 2: The Impact of Games-Based Learning on Students' Achievements

5-According to you why do English learners find difficulties while performing?
.....
.....
.....

6- The use of ICTs in L2 learning is effectual

Agree disagree

7-What do you think is the most noticeable benefit that technology (videogames) has brought to English learners?
.....
.....

8-which skills do you think can be developed through gaming?

9- Do you consider video games as a reliable source (material)for improving learners' performance ?

10-Do you see digital games as:

Entertainment tool educating tool both

Why?

11-why do you think that gamers can communicate easily when playing in squad with foreigners and natives?

.....
.....

12-Do you think that technology especially video games is/are are able to change the traditional roles of teachers? Yes No

Why?

13- According to you is game-based learning helpful in improving speaking skills

Yes No

Section 3: Suggestions and Recommendations

14-What do you suggest for learners to improve their speaking performance?

.....

Thank you for your cooperation

الملخص

الهدف الرئيسي من هذا البحث هو معرفة العلاقة بين ألعاب الفيديو والتعلم و التدقيق في دور التعلم القائم على الألعاب في تحسين مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك، تهدف إلى الكشف عن تأثيرها على إنجازات المتعلمين و كفاءاتهم. حيث قام الباحث بفحص حالة الدراسة ثم تحليل البيانات التي تم جمعها. أخيرًا، تقديم مجموعة من التوصيات والاقتراحات المتعلقة بالتعلم القائم على الألعاب حيث تظهر النتائج أنه عند استخدام ألعاب الفيديو بشكل ملائم، يتم تحسين قدرات التحدث و كفاءات اللاعبين

الكلمات المفتاحية : التعلم القائم على الألعاب، طلاب اللغة الإنجليزية كلغة أجنبية، تحسين، مهارات التحدث، إنجازات

المتعلمين وكفاءاتهم

Résumé :

L'objectif principal de cette recherche est d'étudier la relation entre les jeux vidéos et l'apprentissage. Ce travail tente d'examiner le rôle de l'apprentissage basé sur le jeu et examine l'impact des jeux vidéos sur l'amélioration des compétences orales des étudiants EFL. De plus, révèle leur effet sur les réalisations et les compétences des apprenants. Le chercheur examine le cas d'étude, puis analyse les données recueillies. Enfin formule des suggestions et recommandations utile qui pourraient aider à mieux exploiter les jeux vidéos. Les résultats ont montré que lorsque les JV sont plus utilisés d'une manière adéquate, ils améliorent les compétences orales des apprenants.

Mot clés : l'apprentissage basé sur les jeux, étudiants EFL, l'amélioration, compétence oral, les Réalisations et Compétence

Summary:

The main goal of this research is to investigate the relationship between video games and learning. It attempts to examine the role of game-based learning and scrutinizes the impact of video games on improving EFL students' speaking skills. Moreover, it aims at revealing their effect on learners' achievements and proficiency. The researcher has examined the case study, then, analyzed the collected data. At last, provides set of recommendations and suggestions concerning game based learning. The findings show that when video games are used adequately, players' speaking abilities are improved as well as their competencies.

Key words: Games-based learning, EFL students, Improving, Speaking skills, Achievements and Proficiency.