

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohammed Seddik Ben Yahia- Jijel
Faculty of Letters and Languages
Department of English



**Teachers and Learners' Perspectives about the Integration of
Video Games in Speaking Classes: The Case of Departments of
English in Algeria**

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in didactics
of foreign languages

Submitted by

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Academic Year: 2020

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Dedication1



I dedicate this work to the dearest persons to my heart and soul.

My mother, the bravest woman of all, who taught me to stay strong and perseverant in the face of disappointment. I am immensely grateful to all the sacrifices that she made for me to become the person I am today.

My friend Moncef, who has shared with me moments of joy and grief. He has been supportive and compassionate throughout many years. I also could never disdain his inspiration that incited me to conduct this very research.

My dear brothers and my sisters-in-law; Mounib, Aymen, Amina, and Amel, who have always encouraged me to give my best in everything. Without their love and cheering spirits my life would be dull.

To my grandfather who wanted to see me graduate but couldn't make it. I pray he would rest in peace. And to grandmother, the warrior who inspires us all with her battles in life, with her wisdom and her immense love for her big family.

Assala. R

Dedication2



I dedicate this dissertation to my wonderful family and my friends.

A special feeling of gratitude to my loving parents, Abdel-Hakim and Fariza Semmouk, who never ceased to be supportive throughout this long journey, to my dear brothers Ramzi and Amir and my lovely sister Manel who were always by my side.

I also dedicate this dissertation to my friends and beloved ones who supported me every day even from afar and especially to my binomial who worked tirelessly during this process regardless of all the challenging obstacles we've had during this pandemic.

Last but not least I am dedicating this to my grandmother, gone forever away from our loving eyes and who left a void never to be filled in our lives again, may you find peace and happiness in Paradise.

Amen.

Sejf Eddine. S

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Abstract



The dissertation in hand aims to investigate Algerian university teachers' and students' perspectives about integrating video games as a teaching tool in an English as a foreign language context, namely speaking classes. To conduct the research, the two following assumptions have been formulated: the first assumption implies that university teachers of English in Algeria have positive perspectives about the playing of video games in speaking classes as a means to improve the speaking skill. The second assumption indicates that university students of English in Algeria have positive perspectives about the playing of video games in speaking classes as a means to improve the speaking skill. In order to verify the two assumptions, the researchers used, as research tools, a questionnaire that they administered online to 210 students from different departments of English in Algeria, and an interview that they shared online with 26 English language university teachers. The results of this research show that even though Algerian university students and teachers are not fully familiar with video-game play, they are not actually opposed to its use as a strategy in English as a foreign language classes in general and in speaking classes in particular. Based on these results, the research assumptions are supported and some recommendations are proposed on the basis of the findings of the research.

List of Abbreviations



EFL	English as a foreign language
FL	Foreign language
FLL	Foreign language learning
VG(s)	Video game(s)
L1	Mother tongue
L2	Second language
Q	Question
N	Number
M1	Master one level
M2	Master two level
Y	Year
T.n	Teacher number
MMOG	Massively Multiplayer Online Games
RPG	Role Playing Game
CIVG	Classroom Integration of Video Games
SBA	Sidi Bel Abbas

List of Tables

Table.1.1	Elements of Video Games	23
Table.2.1	Content of the Questionnaire	38
Table.2.2	Content of the Interview	40
Table.2.3	The Number of Respondents in Relation to The Level of Education	46
Table.2.4	The Personal Choice of Game Play System	53
Table.2.5	The Number of Hours Spent in Playing Video Games	54
Table.2.6	The Personal Favorite Genre of Games	54
Table.2.7	The Reason Behind Playing Video Games	55
Table.2.8	The Personal Type of Gamer	56
Table.2.9	The Personal Type Learner	57
Table.2.10	The Personal Favorite Game Features	58
Table.2.11	Learners Estimation of their English-Speaking Skill	59
Table.2.12	Rating the Frequency of Using English While Playing Video Games	59
Table.2.13	The Number of English Expressions Learned from Video Games	60
Table.2.14	The Role of Video Games in Language Learning	61
Table.2.15	The Role of Video Games in Overcoming Shyness	62
Table.2.16	The Way to Overcome Shyness Through Video Games	63
Table.2.17	Video Games as a Motivational Means to Learn FL	63
Table.2.18	The Role of Video Games in Improving Speaking	65
Table.2.19	Specifying the English Departments Location	65
Table.2.20	Specifying the Level of Education	66
Table.2.21	The Personal Opinion Regarding the Integration of Video Games in Classroom	67
Table.2.22	Respondents' Justifications of the opinions regarding the CIVG	67
Table.2.23	The Personal Opinion about the Role of Video Games in Speaking Classes	68

Table.2.24	The Role of Video Games in Improving Interaction between Students in Classroom	69
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List of Graphs

Graph.01.	The Number of Respondents university	44
Graph.02.	Respondents' Level of Education	45
Graph.03.	Respondents' English Level	48
Graph.04.	Respondents'' English Level in Relation to Their Gamer Type	48
Graph.05.	Types of Gamers	49
Graph.06.	Learning Strategies	50
Graph.07.	The Respondents' Learning Strategies in Relation to Their Gamer Type	51

Table of Contents



Dedication1.....II

Dedication2.....III

Acknowledgement.....IV

Abstract.....V

List of Abbreviations.....VI

List of Tables.....VII

List of Graphs..... VIII

Table of Contents.....IX

General Introduction.....01

Introduction.....02

 1. Review of the Literature.....03

 2. Statement of the Problem.....04

 3. Significance of the Research.....05

 4. Aim of the Research06

 5. Research Questions06

 6. Assumptions06

 7. Research Methods06

 8. Structure of the Research07

Chapter One: Theoretical Framework.....08

IMPROVING SPEAKING THROUGH VIDEO-GAME PLAY

Section One: The Speaking Skill.....09



Introduction.....09

1.1.1. The Speaking Skill.....09

1.1.1.1. Definition of Speaking09

1.1.1.2. Elements of Speaking.....10

1.1.1.3. Learning Speaking: Theoretical Perspectives.....12

1.1.2. Speaking in Classroom14

1.1.2.1. Importance of Speaking in Classroom.....14

1.1.2.2. Common Teaching Techniques of Speaking.....16

1.1.2.3. Types of Classroom Speaking Performance17

1.1.2.4. Speaking Issues in Classroom18

Section Two: Video Game Play in the Language Learning Process.....20

Introduction.....21

1.2.1. Introducing Video Games21

1.2.1.1. Definition of Video Games.....21

1.2.1.2. Elements of a Video Games22

1.2.1.3. Types of Video Games.....24

1.2.1.4. Types of Gamers.....26

1.2.2. Video Games in Language Teaching and Learning28

1.2.2.1. Definition of Edutainment.....28

IMPROVING SPEAKING THROUGH VIDEO-GAME PLAY

1.2.2.2. Theoretical Perspectives on Video Games and Foreign Language Learning.....	30
1.2.2.3. Examples of the Integration of Video Games in Foreign Language Courses.....	31
Conclusion	33
Chapter Two: Empirical Part.....	34
Introduction	35
Section One: Research Methodology.....	35
Introduction.....	35
2.1.1. Methodology.....	35
2.1.1.1. Research Tools.....	36
2.1.1.1.1. Description and Administration of the Questionnaire.....	37
2.1.1.1.2. Description and Administration of the Interview.....	39
2.1.2. The Limitations of the Study.....	41
Section Two: Analysis and Discussion of the Questionnaire Finding.....	43
Introduction.....	44
2.2.1. Macro Analysis of the Questionnaire	44
2.2.1.1. The Number of Respondents.....	44
2.2.1.2. The Level of Education.....	45
2.2.1.3. The Level of English	47
2.2.1.4. The Learning Strategies.....	50
2.2.2. Interpretation of the Macro Analysis.....	52



IMPROVING SPEAKING THROUGH VIDEO-GAME PLAY

2.2.3. Detailed Analysis of the Findings.....	53
2.2.4. Synthesis and Interpretation of the Findings.....	69
Section Three: Analysis and Discussion of the Interview.....	73
Introduction.....	74
2.3.1. Detailed Analysis of the Findings.....	74
2.3.2. Synthesis and Interpretation of the Findings.....	87
Conclusion	89
General Conclusion.....	90
Recommendations.....	91
References.....	92
Appendices	
Résumé	
ملخص	



General Introduction

Introduction

1. Review of the Literature
2. Statement of the Problem
3. Significance of the Research
4. Aim of the Research
5. Research Questions
6. Assumptions
7. Research Methods
8. Structure of the Research

Introduction

In order to achieve language proficiency, significant alterations in approaches have been issued seeking to devise successful language learning and teaching strategies. With every historical, social, or economic change emerge new learning strategies to cope with the recent context. Our world has been witnessing advances in technology that are constantly shifting the mindset of people and their interests. Internet, for instance, is a source of information and entertainment; it forms a significant part of present-day culture, both in the way it reflects, discusses, and illustrates modern life, and in the way its content and style shape people's discussion topics and behavior. As a result, the means of learning and teaching English as an FL have been revolutionized. Educative institutions invest now in technological advances to teach foreign languages. It has been suggested by teachers in the field, such as *Simone Bregni*¹, that utilizing video games in learning contexts can be an effective means in improving the language skills. This idea emerged from the theories which advocated the use of realia in classroom for a more authentic learning experience. Since realia reinforce second and FL acquisition by developing specific personal interests (Spurr, 1942), including games as a form of realia can help students reinforce and expand upon materials they learn through traditional methods. Video games have the potential of transforming our students into life-long EFL learners (Smith, 1997), willingly eager to explore language features and seeking to develop the linguistic abilities. Additionally, it raises awareness of the intercultural aspects embedded in the used language, and avails sufficient opportunities to explore foreign cultures through the creation of an atmosphere that was often absent in the traditional classroom.

¹ Simone Bregni is a Ph.D. associate professor of the Italian language, literature and culture, with twenty-four years of teaching & leadership experience at the university level. His focus is on the applications of technology and digital media to language acquisition, in particular video game-based learning. (Bregni, 2018)

1. Review of the Literature

Investigating the potential of video games in developing learners' linguistic abilities is a topic that captured the interest of several researchers. Some studies which were carried out in this respect are cited below.

Piirainen-Marsh & Tainio (2009) investigated interaction during the activity of playing a video game for additional language learning through the use of *Conversation Analysis*² as a tool for analyzing second/FLL through interaction. The main focus was to examine one type of interactional practice, lexical and *prosodic*³ repetition, as a means through which players establish the understanding and experience of game events in collaboration with each other. They argue that "other-repetition offers participants a resource for not only interpreting the game but also for engaging with the second language, analyzing it, and putting it to use in ways that enable players to display and develop the linguistic and interactional competence." (Piirainen-Marsh & Tainio, 2009)

According to Chik (2014), video games enhance learner's autonomy and provide the learner with a variety of ways to practice the second language amid playing video games and even when not playing. Chik's empirical approach to prove this belief was through researching the effects of commercial video games on a sample of 153 Chinese undergraduates with a medium English level. She used various data instruments from stimulus recall to individual interview sessions.

Reinders and Wattana (2014) confirmed that the 30 Thai students they interviewed and to whom they administered a pre-gaming questionnaire, lacked willingness to communicate and suffered poor linguistic command in the pre-gaming stage. They significantly overcame

² *Conversation Analysis* is a major area of study in discourse analysis. It looks at how social relations are developed through the spoken discourse. (Paltridge, 2006)

³ *Prosody* is the study of rhythm, intonation, stress, and related attributes in speech.

these boundaries after playing an online video game that enabled them to establish textual as well as oral communications with other gamers as shown by the post-gaming questionnaire and interviews.

Another study by Peterson (2011) involved seven Japanese female adults, and EFL students playing a massive multi-player role-playing video game. Four of them were complete beginners in that game and the other three relatively experienced. The study affirmed that the four beginners suffered from second language command problems, and poor communication skills at first, but the difficulties dissipated as they gradually immersed themselves in the game. The experienced individuals displayed instant engagement and ease of command in their interaction with other players through the second language. Both groups adopted distinct learning strategies and returned positive feedback after the post-interview. Discourse analysis was used as a primary instrument to understand the textual communications among the participants.

2. Statement of the Problem

Investigating how speaking can be improved has led researchers to explore new methodologies in the hope of finding suitable ways to achieve that aim. The issue of students' inability to speak spontaneously in class sparked concern among pedagogics to inspect the major reasons behind this matter. Nowadays, it is eminently incontrovertible that students are constantly exposed to knowledge from various sources other than that of teaching institutions. This is due to the accessibility of all kinds of information that the internet provides. This current reality has made learners around the world more immersed in the technological realm and enthused about entertainment devices, paying little attention to the institutional content. In line with this, students grow even more passive in class, refraining from oral conversations, and engaging in it only when asked to by the teachers, which resulted in the lack of vocabulary, inconfidence to speak, and difficulty to express thoughts in meaningful sentences, which is eventually the

case of Algerian university students of English. This category tends to have those speaking problems, firstly, because the cultural context does not favor the use of English as a means of communication, which in turn limits the language practice only in English classes. And secondly, because of the growth of the entertainment industry that made students less focused in educational contexts. If technology is perhaps partly to blame for such a situation, it is possible to turn it into a useful tool to improve the speaking skill. It is from this belief that the present research undertakes to investigate the perspectives of Algerian university students and teachers about the integration of this entertainment device, namely video games, in speaking classes to enhance the speaking skill.

3. Significance of the Research

The world of video games blends fantasy with reality and gives the players an infinite access to different kinds of knowledge, through studying its effectiveness in developing the language skills in general and the speaking skill in particular. As a result, the significance of the present research consists in its exploration of the university teachers' and learners' perspectives in the Algerian context about the integration of video games in teaching speaking. Finding out about the perspectives of teachers and learners may eventually pave the way for the actual integration of video games in the future in the language learning contexts. Likewise, it may provide the academic community with results that may be applicable to other subjects, and it may motivate researchers to conduct further research in similar veins.

4. Aim of the Research

The aim of the present research is to investigate the perspectives of university students of English in Algeria and their teachers regarding the integration of video games in classroom as a means to improve the speaking skill.

5. Research Questions

In order to address the research problem and reach the aim set in the previous sections, the present research work attempts mainly to answer the following questions:

- What perspectives do university teachers in Algeria have about the use of video games as a means to improve the speaking skill?
- What perspectives do university students in Algeria have about the use of video games as a means to improve speaking?

6. Assumption

Considering the aforementioned questions, this research assumes that:

- University teachers and students in Algeria both have positive perspectives about the playing of video games in speaking classes as a means to improve the speaking skill.

7. Research Tools

To answer the research questions and check the validity of the above stated assumptions, this research uses a triangulation of research tools. A questionnaire is administered online to 210 English language university students from across the country. Additionally, an online interview is conducted with 26 English university teachers from different English departments in Algeria. While the questionnaire investigates students' perspectives to the use of video games as a means to develop the speaking skill, the interview with the teachers probes the way they view

the integration of video games as a means in the teaching and learning processes with the aim of developing learners' speaking skill.

8. Structure of the Research

The present research comprises a theoretical part and a practical part. The theoretical part, laid out in the first chapter, is divided into two sections: the first section reviews the literature on the speaking skill, and the second section is designated for video games in the teaching/learning context. The practical part, laid out in the second chapter, examines the methodology of research in the first section, while the data analysis and discussion of the first gathering means is presented in the second section. The third section is assigned for the data analysis and discussion of the second gathering means. The dissertation concludes with a general conclusion and recommendations.

Chapter One: Theoretical Framework

Section One: The Speaking Skill

Introduction

1.1.1. The Speaking Skill

1.1.1.1. Definition of Speaking

1.1.1.2. Elements of Speaking

1.1.1.3. Learning Speaking: Theoretical Perspectives

1.1.2. Speaking in Classroom

1.1.2.1. Importance of Speaking in Classroom

1.1.2.2. Common Teaching Techniques of Speaking

1.1.2.3. Types of Classroom Speaking Performance

1.1.2.4. Speaking Issues in Classroom

Chapter One: Theoretical Framework

Section One: The Speaking Skill

Introduction

One of the essential language skills that must be mastered by any FL learner is the speaking ability. Considering Nunan's (1991) statement "mastering speaking is the single most important aspect of learning a second or FL, and success is measured in terms of the ability to carry out a conversation in the language". The present section discusses the importance of speaking in EFL classrooms through reviewing the literature about the methods of procuring this skill. It also strives to provide some definitions of the skill. The focus of the section is to impart an analysis of speaking in classrooms, in which it explores different aspects; namely, types of speaking performance, common techniques of teaching speaking, as well as the speaking issues in classroom.

1.1.1. The Speaking Skill

1.1.1.1. Definition of Speaking

Since speaking is a rudimentary element for communication in a FL, various definitions and outlooks of it were provided with the aim of finding ways to improve its acquisition and learning.

One of the congruous definitions is that of Brown's (2007) believing that speaking is a process of interaction and construction of meaning which implies producing speech and receiving it, as well as comprehending it through processing speech sounds as the main instrument. This entails that speaking is a productive faculty which involves generating meaningful communicative utterances and synthesizing the received codes in an interactive context. Furthermore, speaking is a dynamic, interpersonal process and one that strongly

influences how we are perceived by others in a range of formal and everyday contexts. Despite this, speaking is often researched and taught as if it were simply writing delivered in a different mode. That is why Bygate (1987) clarified that “Speaking is definitely not writing that we say aloud. It is greatly conditioned by the time factor; it involves language produced spontaneously with false starts, repetitions, self-corrections and under normal circumstances, and it disappears, leaving no record but traces in memory”. In other words, speaking is a whole distinct process that has its own skills, structure and other nuances; for instance, it is the only process where repetition, hesitation and spontaneity are present. Hence, it is wrong to view it as voiced writing because the latter is a two-dimensional process that involves a writer and a paper. Such a situation is decontextualized in the sense that there is neither interaction nor time pressure, and the written discourse is usually more accurate and formal.

Finally, speaking requires learners not only to know how to produce specific points of language such as grammar, pronunciation, or vocabulary, which are defined by Hymes (1971) as linguistic competence, but also to implement their sociolinguistic competence. That is, they are required to understand when, why, and in what ways to produce language. A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act (Burns & Joyce, 1997).

1.1.1.2. Elements of Speaking

According to Vanderkevent (1990) there are three components in speaking. First, the speaker, who produces utterances to express opinions or feelings to the listener. Without a speaker, opinions or emotions are not exchanged. Second, the listener, who receives the speaker’s utterances and tries to comprehend them. The last component is the actual utterances, which are basically the core of the conversation, they consist of words and expressions structured in a form of sentences, and produced by the speakers. In other words, for

IMPROVING SPEAKING THROUGH VIDEO-GAME PLAY

communication to occur, both the speaker and the listener must take part in it through interacting and negotiating verbally where the listener pays attention and tries to effectively process the comprehensible outputs generated by the speaker.

Harris (1974), on the other hand, believes that the speaking skill consists of five elements, namely, comprehension, grammar, vocabulary, pronunciation, and fluency. Comprehension in oral communication, the researchers believe, is the ability to infer and grasp the full meaning of the knowledge taken from the speaker's output. It also requires a subject to respond to speech as well as to initiate it.

Grammar is needed for students to arrange a correct sentence in the conversation. It is defined by Thornbury (1999) as a description of the rules for forming sentences, including an account of the meanings that these sentences convey. He states that teaching grammar in a spoken context rather than a written one is important, because the grammar of speech differs from that of writing. In other words, learners are required to get familiar with how language works as spoken utterances to facilitate their understanding of the spoken form. Thus, the utility of grammar in speaking is to learn the correct way of using a language orally.

Vocabulary means the appropriate diction which is used in communication, i.e., the appropriate selection of words during speaking. Its development must be an important and ongoing part of classroom learning, because having limited vocabulary is a barrier that hinders learners from learning the FL and causes them to fail in communicating their ideas effectively. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Wilkins, 1972, p. 111).

The success of any communicative process is closely related to the awareness about the sound system; therefore, pronunciation is one of the crucial speaking sub-skills and the starting point for any oral interaction. It deals with the phonological process that refers to the

component of a grammar made up of the elements and principles that determine how sounds vary in a language. There are two features of pronunciation; phonemes and the supra segmental features, which imply word or sentence stress, intonation, rhythm, and *phrasing*⁴.

All the above-mentioned components are part of accuracy, which refers to the correctness of the language being produced. However, just because a speaker focuses on accuracy does not mean they will be capable of producing effective communication. That is why fluency is recommended.

Fluency is defined by Hughes (2002) as “the ability to express oneself intelligibly, reasonably, accurately and without too much hesitation, otherwise the communication will breakdown because listeners will lose their interest” (p. 113). In other words, fluency refers to the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses.

1.1.1.3. Learning Speaking: Theoretical Perspectives

The acquisition of speaking involves the mastery of the different language structures to be employed automatically in spontaneous communication, in simultaneous focus on comprehension, and in production. There has been a shift of perception about how to master those skills. Knowledge transmission is the oldest approach, which implies conveying information from expert to novice, and it goes back to the Greek era when the ultimate aim of teaching was wisdom. The role of the teacher was to pour out factual information to the learner.

⁴ phrasing the appropriate use of pauses to show the correct meaning of groups of words.

It was assumed that all people are the same and they learn in the same way regardless of individual, psychological and cultural differences. Therefore, faulty speaking performance was considered as the result of carelessness from the learners' side, and assessment was based on the regurgitation of what was taught in its best form.

The behavioristic view considered knowledge as nurtured rather than innate. It sought to train the learner to perform correct behavior and eradicate erroneous conduct. Learners acquire new behavior through reacting to stimuli in a given situation; if the response is appropriate it is reinforced through positive feedback, and if the response is incompatible with the target model it is suppressed. Hence, speaking was estimated to be the imitation of common utterances.

The cognitive view appeared as a reaction to the behavioristic beliefs, and it was based on the psychological discovery that there is a distinction between short-term and long-term memory, which resorted to the conclusion that permanent learning occurs when we add new knowledge to the existing one in a well-structured form in long-term memory. In this perspective, mastering speaking involves the conscious organization of new information with previous background knowledge and the development of the metacognition; i.e., thinking about how to learn better. The learning process is mostly based on internalization.

The constructivist view upholds learning as a personal act that occurs when an individual interacts with the surrounding environment, holding that the learning progress differs from a learner to another. Speaking in such a situation is developed naturally through constant errancy that arises from the involvement in solving concrete tasks. Thus, errors are seen as constructive and informative in indicating the cognitive needs of learners.

The socio-constructivist view added the social component to enhance the learning capacity. In other words, this conception argued that social interaction can be a means for flexible

developmental capacities. The use of language was finally perceived as a medium of communication between the knower and the novice, where it places the learner at the advantage of acquiring more than their developmental stage allows. Therefore, the process of teaching speaking is to create rich social interaction and to allow the flow of conversation instead of stifling it through decisive interventions.

Recent second language learning research has proved that progress does not occur when people make a conscious effort to learn. Littlewood (1984) explains that learning occurs when mechanisms of spontaneity and subconsciousness are activated in learners through the process of communication in the second language. The subconscious element demands a new range of activities, where learners are focused not on the language itself but in the communication of meaning.

1.1.2. Speaking in Classroom

1.1.2.1. Importance of Speaking in Classroom

Language is known to be an important aspect in humans' lives. It is the tool for communication and the essence of creating connections and shaping personalities. It raises the awareness of the surroundings, reflects how we think, and stirs our information processing and memory. Aldous Huxley (1958) stresses the previous statement through explaining that language allows its users to be attentive to what surrounds them as objects or persons, as well as their experienced events. According to him, language also helps in determining all sorts of emotions by simply expressing them.

Subsequently, Vygotsky (1962) explains that thinking goes through two phases in order to develop into words. First transiting from the process of imaging to inner speech, then transforming the inner speech into verbal speech. This proves there is a thin line between thinking and speaking where one cannot function without the other, because speech is a mirror

to the thought and thoughts cannot be assembled in the absence of words. Since language is a representation of thoughts, rehearsing speaking allows learners to construct logical thinking.

The speaking process is an interactive attempt with either oneself or the other for the purpose of communication. Creating an interactive atmosphere in classroom with authenticity of topics has proved to be a motivational strategy for attracting students to speak in class. Kumaravadivelu (2003) suggests that “language is best learned when the learners’ attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features”. Halliday (1972) adheres communication and speaking in classroom. He created the communicative language teaching approach on principles that ultimately focused on interaction as the way to teach and learn language, such as roleplays, interviews, group work, and opinion sharing, because in such situations speaking is spontaneous and authentic to its producer, where trial and error is considered as part of the learning process. Richard (2006) adds that people learn a language for conversational needs and not just for the sake of studying its functions; in other words, it is more important to speak a language appropriately in a meaningful context than to learn about how it works. This again proves that the learner’s main goal is to achieve the communicative competence.

Furthermore, “Vygotsky’s (1978) sociocultural theory describes learning as a social process that evolves through the integration of social, cultural and biological elements. His work emphasizes interaction, negotiation, and collaboration amongst learners in social cultural context. A clear pedagogical implication is that students need to be engaged in activities, talk, and collaborative work no matter whether they are working in L1 or L2.” (San Martin, 2015, p. 9)

This leads to conclude that since speaking is a natural process in our daily lives, and language learning is better achieved with authenticity and spontaneity in learning settings, classroom talk is sensibly recommended, since students need to be thoughtful and

communicatively competent. In other words, students ought to use the language in classrooms if they are to become better speakers.

1.1.2.2. Common Teaching Techniques of Speaking

Classroom speaking provides samples of the target language to learners and helps them construct their interlanguage. Through careful design of classroom speaking activities, along with the introduction of different patterns of relatively realistic practice, learners can become communicatively skilled at reproducing what they have been taught. However, it is very common for them not to be able to interact with each other in classroom. Consequently, a number of teaching techniques were established by teachers in the field, such as Aliponga (2003) and Suter (2001) to address that problem and create an interactive classroom condition.

One of the influential strategies is the questioning technique. “When FL learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction” (Aliponga, 2003). In other words, the use of questioning strategy serves as an effective implement in breaking the ice between learners and summons their active spirit through challenging their background knowledge. The types of questions also affect classroom interaction. For example, a study of Suter (2001) showed that referential questions evoke more interaction between learners than display questions, because the answers of the former are new information compared with the answers of the latter. So, curiosity is an important key to be respected when considering to establish an interactive atmosphere in classroom.

The second strategy is negotiation of meaning, i.e., modification, which has been defined by Pica (1994, as cited in Glew, 1998) as restructuring of interaction that occurs when a communication problem arises. Modification helps the learners to continue the interaction without interrupting it, and to solve the miscommunication problem without using their mother

language. Thus, the teacher would implicate this strategy through inciting learners to reformulate their speech.

The third strategy that can promote interaction is cooperative learning, which is opposed to individualistic and competitive learning that involves the characteristics of learner-centred approaches. Chafe (1998) stated that cooperative learning requires learners to work in groups to achieve a common goal. Working together maximizes opportunities for student-student interaction with meaningful input and output in a supportive environment.

1.1.2.3. Types of Speaking Performance

Brown (2001) distinguishes various types of oral production in classroom, which are classified under two main categories; monologue and dialogue.

In monologue, Brown introduces imitative, intensive, and extensive speaking. He explains that imitative speaking entails simulating an intonation or trying to identify a particular vowel sound in the form of drilling. This function is implemented to focus on a certain element of language form and does not aim to build a meaningful interaction. Whereas, intensive speaking delineates any oral performance purposed to exercise grammatical aspects of language in the form of self-initiated activities. Likewise, extensive speaking is any advanced form of oral reports, summaries, or short speeches.

In the dialogue category, Brown differentiates responsive, transactional, and interpersonal speaking. He justifies that responsive speaking attempts to give meaningful and authentic responses to questions or comments, while the transactional function, as an extended form of responsive language, is applied to convey or exchange specific information. However, interpersonal speaking is purposed for maintaining social relationships rather than transmitting facts and information.

Knowing about the different types of oral performance is essential in speaking classes because it allows the teacher to select a variety of activities in relation to the types mentioned

above. Since students have different levels of proficiency, each of the speaking types can be implemented in accordance with the students' speaking ability. For example, it is recommended to leave interpersonal conversations to advanced levels because this type of performance is a little tricky for beginner learners in the sense that it involves some factors such as, slang, sarcasm, idioms, etc. This often confronts the learners with difficulties in understanding the language.

1.1.2.4. Speaking Issues in Classroom

Since speaking is the active use of language to express meaning, teaching the latter conforms to training FL learners to orally perform in the target language through providing considerable occasions in which they exert and explore all aspects of language namely, the linguistic as well as the communicative dimensions. However, speaking problems can be arduous to effective FLL and communication. Zhang (2009) emphasized that no matter how much EFL learners know about the English language, they still face many speaking difficulties.

Ur (1996) introduced a few factors that cause these difficulties: learners who share the same mother tongue tend to use it in FL classes and obstinate from using the target language because they are often worried about making mistakes, fearful of criticism, or simply shy. Besides, they might also have no motive to express themselves, which in turn would cause low or uneven participation in classroom, that is usually due to the tendency of some learners to dominate the conversation, or just because of the lack of interest in the topic.

Rababa'ah (2005) added that there are other factors relative to the teaching strategies, the curriculum, and the environment. He explained that deficient teaching strategies can contribute to this problem. For instance, the negligence of oral communication instructions and the focus on teaching vocabulary items in isolation give little opportunity to learn how to keep interaction going for an extended period in the target language. These strategies are derived from the old

misconception about learning which entails that “oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills” (Chaney, 1998). Inconsistent curricula are another accentuated factor. It relates to the fact that there are some institutions that focus on certain elements of language more than others, for example, giving importance to literature and writing and discarding speaking and listening as subjects to be studied in class. Such disbalance would make learners less connected with the language as a whole considering that they would not disclose its full aspects. The absence of a target language environment can be weighed as a further problem, because it results in a lack of involvement in real-life situations. Particularly, exposure to the English language is insufficient when English is seen as an academic subject only. Therefore, “learners need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills” (Cameron, 2001).

Section Two: Video Game Play in the Language Learning Process

Introduction

1.2.1. Introducing Video Games

1.2.1.1. Definition of Video Games

1.2.1.2. Elements of a Video Game

1.2.1.3. Types of Video Games

1.2.1.4. Types of Gamers

1.2.2. Video Games in Language Teaching and Learning

1.2.2.1. Definition of Edutainment

1.2.2.2. Theoretical Perspectives on Video Games and Foreign Language Learning

1.2.2.3. Examples of the Integration of Video Games in Foreign Language Courses

Conclusion

Section Two: Video Game play in the Language Learning Process

VGs involve the gamer in rehearsing certain skills in order to reach new levels in the game while their enjoyment is at its peak. When learners are immersed in the fictive dimension of the video game experience, they are more likely to forget about the anxiety of learning, allowing their subconscious mind to efficiently internalize any possible information. Gee (2005) highlights the fact that learning through an engaging experience, in an amusing fashion, is more attainable than simply digesting the facts without practicing them (p. 15). The section's aspiration is to reinforce the relationship between learning FLs and gaming by shedding light on the concept of the latter in an academic frame.

1.2.1. Introducing Video Games

1.2.1.1. Definition of Video Games

Since game studies are a growing integrative field, it is a coalescence of different ideas and methods. In this regard, a number of contending theoretical definitions of video games have been proposed, the two most prominent are that of the narratological and the ludological approaches.

Narratologists, such as Murray (2005), argue through their critical orientation that videogames should be treated as interactive narratives or stories, since it is clear that many videogames do involve narratives. For example, *Grand Theft Auto: San Andreas*, begins with the player-character CJ in a voice over, explaining his return to the city of his birth after a sojourn in Liberty City. Another example is *Thief*, which also contains a plot and a setting, where Garrett, the main character and a thief of exceptional skill, finds himself hired by his contact Basso to steal something from the estate of Baron Northcrest, the ruler of the city, and the setting is a fantasy world inspired by the Victorian era. That is why the narratological approach casts games as literary texts involving story telling.

Contrariwise, the ludological perspective views VGs as an entertainment device. Frasca (1999), a notable ludologist, argues that while games share many similar elements with narrative stories, this should not prevent games to be studied for what they are. This explains that his approach, in particular, aims to complement the narratological perspective; thus, he tries to define VGs as simulations based on rules that relatively include narratives.

On the other hand, Juul (2001), who is another notable ludologist, argues for a stricter separation of ludology and narratology. Juul explains that games “for all practicality cannot tell stories”. Because, in a narrative, events must follow each other, whereas in a game the player has control over what happens. This argument holds that narratology and ludology cannot co-exist because they are inherently different. Thus, Juul emphasizes the obvious gaming nature of videogames when defining them.

Subsequently, Tavinor’s (2008) perspective is not shared with either of the approaches. Instead, he defines videogames as an artefact in a digital visual medium that is intended primarily as an object of entertainment through the employment of rule-bound gameplay or interactive fiction as modes of engagement.

1.2.1.2. Elements of a Video Game

In general terms, VGs are designed based on a variety of components, which are considered as the aesthetics that would attract the attention of the large population of gamers. These components involve the game world, the storyline, the characters of the game, the music, and the visuals. The game world is the conceptual art, which implies the creation of a virtual environment that is close to reality, where it enables the gamers to experience real life problems in a form of tasks while playing the game. This part of the game design makes them forget that they are just playing. In addition to that, level designers or the mission designers develop a great storyline for the game. Thus, game design also involves creating the narrative that would

match with the virtual context, through developing a plot for the storyline which would engage the gamers and keep them interested. Moreover, the characters of a video game are those who hold the story together and allow the players to perform actions in the game. The character designer converts the concept that is taken from the narrative into a concrete form and personality. Another important element in VGs is music. A good music or sound effect can change the feeling of a video game and influence the mood of gamers. The music of the video game puts the player in the right frame of mind to play the game. Where, for instance, a boss battle could be made more special and interesting by integrating appropriate sound effect. Visuals are a further essential part of game design, because sharp graphics enhance the gaming experience.

In line with this, Howland (1998) analyses these interconnected components in an academic frame by presenting them in a table reproduced below:

Table 1.1.

The Elements of a Videogame

Graphics	Any images that are displayed and any effects performed on them. This includes 3D objects, 2D tiles, 2D full-screen shots, Full Motion Video (FMV), statistics, informational overlays and anything else the player will see.
Sound	Any music or sound effects that are played during the game. This includes starting music, CD music, MIDI, MOD tracks, Foley effects, environmental sound.
Interface	The interface is anything that the player has to use or have direct contact with in order to play the game ...it goes beyond simply the mouse/keyboard/joystick [and] includes graphics that the player must click on, menu systems that the player must navigate through and game control systems such as how to steer or control pieces in the game.

Gameplay	Gameplay is a fuzzy term. It encompasses how much fun a game is, how immersive it is and the length of playability.
Story	The game's story includes any background before the game starts, all information the player gains during the story or when they win and any information they learn about characters in the game.

Source: Adapted from Howland (1998).

1.2.1.3. Types of Video Games

When discussing video games, it is crucial to highlight the major types that exist in this artifact. Videogame categories are built from multiple perspectives that depend on the observer and their interest. Eco (1989) emphasizes that different videogame types become a “playing contract” between producers and players, who should instantly recognize on its basis the videogame's genre characterized by multiple meanings, functions, production models, and audience expectations. That is to say, the videogames genre is connected with the selection of the content and the control of the access by interpreting the needs and interests of the audiences (McQuail, 1999). To this regard, multiple types and sub-types exist today, among them the following are mentioned:

According to Dor (2018), strategy genre basically includes every game that displays a certain strategic component. It mainly focuses on skillful thinking and planning to achieve victory, where it emphasizes tactical and sometimes logistical challenges. Rollings and Adams (2003) add that many strategic games could also offer economic challenges and exploration. They are generally categorized into four sub-types; namely, action, roleplay, puzzle, and simulation games, depending on whether the game is turn-based or real-time, and whether the game focuses on strategy or tactics.

A simulation video game describes a diverse super-category of video games, generally designed to closely simulate realistic actions. White (2017) attempts to define it as a game that seeks to copy various activities from real life in the form of a game for various purposes such as training, analysis, or prediction. There are usually no strictly defined goals in the game, where the player is instead allowed to control a character or an environment freely. Well-known examples are war games, business games, and role play simulation.

The action genre implies the presence of physical challenges in a video game. It is played by using time reaction and coordination of hands and eyes. This genre includes various sub-genres, such as platform games, fighting games and shooter games. In an action game, the player controls a character often in the form of a protagonist or avatar. This player character must navigate a level, collecting objects, avoiding obstacles, and battling enemies with their natural skills as well as weapons and other tools at their disposal.

The adventure genre has many features in common with action games. According to Ernest Adams (2009), the adventure and action genres entail any game where the player overcomes challenges by physical means such as solving quests, precise aim, and quick response times. He states that action and adventure games can sometimes incorporate other challenges such as races, puzzles, or collecting objects, but they are not central to the genre. Players may also encounter tactical and exploration challenges, but as Adams explains, these games first-and-foremost require high reaction speed and good hand–eye coordination. The player is often under time pressure or on a mission, and there is not enough time for complex strategic planning.

A role-playing game is a game in which players assume the roles of characters in a fictional setting. Noah (2007) presumes that players take responsibility for acting out these roles within a narrative, either through literal acting, or through a process of structured decision-making

regarding character development. The actions taken within the game, succeed or fail according to a formal system of rules and guidelines. Tychsen et al. (2006) demonstrate that there are several forms of role-playing games. The original form, sometimes called the tabletop role-playing game, is conducted through discussion, whereas in live action role-playing, players physically perform their characters' actions. In both of these forms, an arranger called a game master usually decides on the rules and setting to be used, while acting as the referee; each of the other players takes on the role of a single character.

Moreover, there is the sports genre which includes racing games. Newman (2004) defines the racing video game genre as the genre in which the player partakes in a racing competition either in the first-person or third-person perspective, and with any type of land, water, air or space vehicles. They may be based on anything from real-world racing leagues to entirely fantastical settings. In general, they can be distributed along a spectrum anywhere between hardcore simulations, and simpler arcade racing games.

Video games genres are mostly intertwined, in the sense that there is usually more than one genre in a particular video game. For instance, there are some simulation games that involve adventure, action, strategy, and roleplay at once. Which would make the gaming experience more enjoyable, where the gamer is allowed to explore more than one feature whilst playing.

1.2.1.4. Types of Gamers

The variety of themes that the gaming world holds legitimately proves that gamers do not approach video games from a similar perspective, which leads to the appearance of distinct types of players. In this regard, Bartle (1996) created the Bartle taxonomy of player types, which classifies the way people play games into four simple categories according to their

preferred actions within the game. These categories are the Achiever, the Explorer, the Socializer, and the Killer.

According to Bartle (1996), achievers are all about points and status. They want to be able to show their friends how they are progressing. They like to collect badges and put them on display. Bartle estimates that roughly 10% of people are players of the Achiever type.

Killers are similar to Achievers in the way that they get a thrill from gaining points and winning status too. What sets them apart from Achievers is that the Killers want to see other people lose. They are highly competitive, and winning is what motivates them. They want to be the best at the game, and would not be able to do it unless they defeat everyone else. This player type may be accepted as common among players. However, Bartle's research suggests that only a small number of players are Killers, which is less than 1% to be precise.

Explorers are the type of players who want to see new things and discover new secrets. They are not as bothered about points or prizes. For them, discovery is the reward. Explorers are fine with repetitive tasks as long as they eventually unlock a new area of the game. Explorers also enjoy delivering bonuses within a game, and that is because their premise source of entertainment is the element of surprise that is possible in a game. Bartle believes that around 10% of players fit into this category.

The vast majority of players are Socializers. According to Bartle (1996), almost 80% of people who play games are the socializer type, where they experience fun in their games through their interaction with other players. They are usually happy to collaborate in order to achieve bigger and better things than they could on their own. Therefore, it is the last place to find fierce competition.

Similarly, Bosser and Nakatsu (2006) agree with the idea that the gamer concept is widely used to represent a player's approach to video games. However, they established another

distinction of the gamer types. They explained that video game players fall under two main categories; namely, hardcore and casual gamers. The hardcore gamers are the serious, dedicated type that spend much of their time playing, whereas the casual gamers are less concerned with the type of game and may not be willing to sacrifice too much time on it at the expense of other activities, although they enjoy gaming.

In addition to these two, Parks Associates (2006) identified several types of gamers, such as power gamers, dormant gamers, cyberathletes, and incidental gamers to mention a few. Dormant gamers usually abstain from playing due to other duties such as family, studies or work; however, they are considered as hardcore gamers when they find an opportunity to play. Cyberathletes, on the other hand, are professional gamers whose passion for video games made them adopt it as a job. Moreover, Power gamers represent the competitive personality that enjoys challenges just for winning and rewards. Contrary to Incidental gamers, they lack motivation and play games mainly out of boredom. However, they still spend a considerable time in playing online games with friends. These last two types fall under the category of casual gamers, since they are not both as dedicated to the actual game core when compared to the two previous types.

To summarize, the gamer types are classified according to certain aspects of the gamer concept, which imply the amount of play and the motive behind playing; namely, profit, enjoyment, social interaction, or competition.

1.2.2. Video Games in Language Teaching and Learning

1.2.2.1. Definition of Edutainment

The main goal of the teaching process is to attract student's attention and to make them focus on events and teaching materials to learn the intended content. Okan (2003) further explains that the teaching methods should be ordered in the direction of the learners' needs and

wishes, if the aim is to teach new things to the next generation and to provide permanence of the teaching. He, then, underlines that Edutainment centralizes its purposes on these grounds, while it encourages social collaboration among learners and instructors by integrating academics with modern entertainment devices and platforms such as films, radio, music, and video games. Since this concept plays a considerable role in the field of language learning, various definitions have been provided to frame its essential components and purposes.

Druin and Solomon (1996) define it as a place comprised of a mixture of many items such as sound, animation, video, writing and picture, and a place where learners both have fun and learn. Wang et. al (2007) see it as a theory and an application combined with educational aims and measurements. They add that it provides a positive learning experience to the learners leading to creativity and autonomy, where it allows the use of resources and methods, and regarding the meaning of life to learners. Charsky (2010) adheres to this idea when he emphasizes that edutainment is applied in order to teach learners how they should use their own knowledge to analyze things that they learn, to combine things that they perceive or to evaluate things that they learn. Shulman and Bowen (2000) further highlight the role of edutainment in interaction through viewing it as encouragement of entertaining learning with the way of interaction and communication, exploring by creating learning awareness, trial and error. Edutainment is also explained by Fossard (2008) as using methods and orders that attract learners' attention to be able to provide learners' individual development in learning environments.

It can be inferred from the previous definitions that edutainment encourages personalized learning, yields a better understanding of theoretical subjects, enhances creativity & visualization, and transforms conventional classrooms into smart classrooms. It also improves interactive as well as collaborative teaching and learning methods in independent learning

platforms. Additionally, it promotes and improves the digital culture in schools, colleges, universities and other educational organizations.

1.2.2.2. Theoretical Perspectives on Video Games and Foreign Language Learning

In the modern world, video games are perceived as conceptual doctrines in language teaching and learning, because they showed effectiveness across formal and informal contexts of learning (Gee, 2005). The reason for video games to be often used to stimulate motivation and authentic communicative practices is that they are conceptualized as the fun factor of language learning (Warschauer and Healey, 1998, p. 60). Thorne, Black and Sykes (2014) posit that learning a second or FL in school is confined by the settings of the school itself, limiting language use, and that online gaming with its online communities provides a greater opportunity to learn, acquire and practice the target language. An example for that is a semi-ethnographic study conducted by Steinkuehler (2010) on a young adult student known by his online nick-name Julio, where it was found that Julio's digital reading literacy acquired from video games and video game fan-based online sites were as high as that of advanced-level reading texts. This study also showed that Julio tends to lose interest and achieve lower marks in conventional advanced reading exams, when he is not involved in a video game. This proves that video games could truly be a motivational tool for language learning, because they allow immersion in a sensory universe in which the player is required to interact and operate choices in the target language. In addition to this, when learners play games in online environments, they often emphasize interactivity and individual actions as significant practices, where Jensen (2000) explains that interactivity is understood in a wide perspective as communication patterns in conversation, consultation, transmission and registration. Individual actions consist of acting based on personal decisions. This indicates that video games develop the communicative competence as well as the autonomous, creative side of the learner. Besides, Kossuth (1984) argues that when playing video games, "the user does not think about the

language in use, but only about the action and where it might lead next” (p. 217). In this sense games may trigger the transformation of drill-based to context-based acquisition. Furthermore, language performance may be increased by game-based activity, as learners may “voluntarily read more than they would if assigned a linear text, and their comprehension can be expected to increase with each repetition” (ibid.).

There is a clear agreement among the studies reviewed above that video games are indeed an effective way to assist in learning FLs. Likewise, the Language Acquisition Theory also matches its principles with gameplay, and that is because gamers play video games for the sake of entertainment, first and foremost. This means that their motive to progress in the game is exceptionally high, even when the game’s language is foreign, which in turn, would eventually decrease the learner-gamer’s anxiety in language production, taking into account Krashen’s Affective Filter Hypothesis (1982). In addition, video game play is a continuous process, in which gamers usually spend several hours per day interacting with their favorite console games, and this means the language’s input is also continuous (ibid.), resulting in a non-stop exposure to the target language.

1.2.2.3. Examples of the Integration of Video Games in Foreign Language Courses

The use of games in language classes has already been the subject of several investigations such as Caré and Debysse’s (1978), and Alyaz et. Al’s (2017). Integrating video games into pedagogy is challenging as the idea of playing can sometimes be seen as incompatible with the notion of learning in a formal teaching environment. However, recently, with the rise of awareness regarding this matter, few serious games exist for teaching and learning languages in universities and other educational settings, where the teacher can use learning games initially designed for another purpose during the lessons.

Mingoville is an example for language teaching in primary school, where it is used throughout many schools around the world. It is originally a web-based platform that was

introduced in Denmark in 2006 as “the world’s most comprehensive English language course online for kids of all ages”. The Mingoville course contains 10 missions that take the learners through the following themes: The Family, Colors and Clothes, Numbers and Letters, Nature and Seasons, The Body, Food and Shop, Time and Travel, Animals, House and Furniture as well as Sports and Media. The missions are not only theme based but contain a number of activities that aim at, for instance, vocabulary training, spelling, and word recognition. “Stories” is thus an activity where children can listen to and create narratives. “Creative lab” is a laboratory where children can draw pictures or sing karaoke in English, and “Games” are serious games that involve for instance the construction of sentences and the recognition of words. This video game is based on the idea that children learn and are motivated by problem solving and game activities rather than traditional skill-based and textbook-based material focusing on reading, writing, spelling and listening. Mingoville, therefore, generally exploits the ‘fun-factor’ of gaming and is structured around themes and activities that cater to children’s desire to explore, interact and play games.

Moreover, Playing Assassin’s Creed II in Saint Louis University in Spain as one of the most popular video games worldwide helped the students in learning Italian, according to a study conducted by Bregni (2018). He incorporated this belief in effective gaming in FLL because he sees video games as “interactive movies”. He claims that this particular game is beneficial in teaching Italian Renaissance literature course, among other aspects of the language, because it is historical and the language used there is a simulation of the language of the renaissance era. Therefore, the game provides a vivid illustration of historical contents that allows the students not only to witness but also be part of the course elements. This in turn would help them better comprehend the content of the course and to permanently engrave it in their memories. Bregni (2018) also used many other video games in the university context:

Final Fantasy, Trivial Pursuit, Who Wants to be a Millionaire, Heavy Rain and Rise of the Tomb Raider, to mention a few.

Conclusion

Chapter one has shown that speaking is an essential language skill to which investigations have paid close attention. Its importance in classroom cannot be downplayed with its different techniques, is significant in speaking classes. The chapter has also shown that there are different types of Video Games and gamers, and that VGs play has been applied in real classroom contexts in some western countries, yielding positive effects and opening new promising prospects. This is an encouraging fact that gives the researchers impetus to investigate at least the perspectives of university students and teachers in Algeria regarding the use of VGs in an Algerian academic context.

Chapter Two: Empirical Part

Section One: Research Methodology

Introduction

2.1.1. Methodology

2.1.1.1. Research Tools.

2.1.1.1.1. Description and Administration of the Questionnaire.

2.1.1.1.2. Description and Administration of the Interview.

2.1.2. The Limitations of the Study.

Chapter Two: Empirical Part

Introduction

This chapter attempts to inspect the perspectives of the two major constituents of the EFL classroom, teachers and learners, with regard to the integration of the online-gaming interaction in speaking classes to improve the speaking skill. The chapter in hand is partitioned into three sections. The first section explains the methodology used to carry out this research. The second section contains macro and micro analysis of the questionnaire findings together with a synthesis and interpretation of the results. The last section presents a discussion of the data gathered from the interview.

Section One: Research Methodology

This section presents the research paradigm and determines the context where the investigation is conducted. It also outlines both the general scheme of the study as well as the sample. Accordingly, it focalizes on the data collection tools and procedures, while stating the limitations of the study.

2.1.1. Methodology

In order to reach the aim of this research work, a triangulation of data-gathering instruments has been resorted to, comprising both a qualitative tool, namely the interview, and a quantitative tool, namely the questionnaire. The purpose of triangulation is to guarantee an efficient investigation of the perspectives of teachers and learners and ensure credibility. Quantitative data are obtained from a questionnaire administered to university students of English in Algeria. Qualitative data are obtained from an interview with university teachers of English in Algeria. While the questionnaire seeks to explore the students' perspectives to the integration of video game play in EFL speaking classes, the interview attempts to gauge

university teachers' views about the integration of videogames as a method in the teaching and learning context with the major aim of developing the oral competency.

Considering the Covid pandemic situation, the research failed to be laid in a concrete setting; it rather took place in virtual platforms with Algerian participants. The questionnaire was distributed in Facebook pages through an online link, which contained all questions in a form of document with the help of Google Forms software. Similarly, the interview link was shared with teachers via Gmail and Messenger.

The population in this study is comprised of university students and teachers of English from a number of departments of English in Algeria. Due to the difficulty of putting the whole population under scrutiny, a sample was chosen to be examined in an empirical investigation. Two hundred and ten (210) university students at various levels were randomly selected to be part of this study, who responded to the questionnaire from thirty (30) departments of English (Adrar, Tiaret, Batna, Ouargla, Djelfa, Mascara, Saida, Tebessa, El Oued, Algiers, Setif, Guelma, Bejaia, Oran, Skikda, Annaba, Mila, Jijel, Blida, M'sila, El-Taref, Biskra, Constantine, Boumerdes, Tlemcen, Khenchela, Mostganem, and Sidi Bel Abbas, Laghouat, Tizi-Ouzou). The 26 university teachers are university teachers from fourteen (14) English departments (Algiers, Tebessa, Ouargla, Jijel, Blida, Constantine, Djelfa, Bejaia, Setif, Tizi-Ouzou, Tiaret, Mostganem, Bechar, and Mascara), with whom the interview was conducted. The rationale behind selecting a variety of departments and all the university levels is to reach as many perspectives as possible regarding the subject under study.

2.1.1.1. Research Tools

As research tools are usually any implements used to collect information about a certain phenomenon under investigation, it is crucial to decide on the tool that befits the aim of the present study. Having decided to combine a qualitative and a quantitative tool, researchers have

chosen the questionnaire to investigate the perspectives of learners regarding the use of VGs in speaking classes and the interview to investigate the perspectives of teachers regarding the latter

2.1.1.1.1. Description and Administration of the Questionnaire

According to Cohen (2013), a questionnaire is the instrument for collecting primary data. These primary data would not be existent elsewhere if it were not for the research process. That is to say, the data gathered by this instrument would solely serve in providing results to the research question. It comprises different types of questions targeted to the sample under study; namely, Likert Scale questions, Nominal questions, Open-Ended questions, Rating Scale Questions, etc.

The questionnaire was selected in spite of the availability of other tools because we believe that it is the most suitable for the study and one of the tools that could be used by distance due to the worldwide covid-19 pandemic. The questionnaire was designed and assigned to Algerian students of English from across the country. It was published in many internet platforms, including Facebook which proved to be the most significant since it helped in generating responses from the participants and hence in receiving the necessary data. From all the 34 departments of English in Algeria, two hundred and ten (210) students responded to the questionnaire within a month.

The questionnaire incorporated nineteen questions in total, which were assorted in three sections. The first section revolved around personal gaming experience. The seven questions in this section were close-ended in the form of multiple-choice items. The aim behind asking those questions was to acquaint ourselves with the participants' tastes in games in general and gauge under which category of gamers they fall. The second section intended to probe the views held by the participants regarding the role that video games play in the personal learning process. It included four open-ended questions (Q3, Q5, Q6, Q7) and three Likert scale

questions (Q1, Q2, Q4). The third section, which was about gameplay in the classroom, contained five questions. These were asked to know about the participants' perspectives to the integration of VGs as a means to teach speaking in the speaking class. Similarly, an array of question types was posed in this section: two of them were open-ended (Q3, Q4), three were nominal (multi-choice items) (Q1, Q2), and one was a Likert scale question (Q5). The table below shows the content of each question stated in the questionnaire:

Table. 2.1.

Content of the Questionnaire

Questions	Content
Q1	The Personal Choice of Game Play System
Q2	The Number of Hours Spent in Playing Video Games
Q3	The Personal Favorite Genre of Games
Q4	The Reason Behind Playing Video Games
Q5	The Personal Type of Gamer
Q6	The Personal Type Learner
Q7	The Personal Favorite Game Features
Q8	Rating the Personal English Level
Q9	Rating the Frequency of Using English While Playing Video Games
Q10	The Number of English Expressions Learned from Video Games
Q11	The Role of Video Games in Language Learning
Q12	The Role of Video Games in Overcoming Shyness
Q13	Video Games as a Motivational Means to Learn Foreign Language
Q14	The Role of Video Games in Improving Speaking

Q15	Specifying the English Department Location
Q16	Specifying the Level of Education
Q17	The Personal Opinion Regarding the Integration of Video Games in Classroom
Q18	The Personal Opinion about the Role of Video Games in Speaking Classes
Q19	The Role of Video Games in Improving Interaction between Students in Classroom

2.1.1.1.2. Description and Administration of the Interview

A qualitative research tool, interviews take place when researchers ask one or more participants general, open-ended questions, and record their answers (Creswell, 2012). Interviews usually provide the researcher with thorough data for the investigation in the sense that they uncover the participants' profound perception regarding the topic under study by allowing a better comprehension of how they think, and by understanding the rationale behind their reasoning.

In line with what was stated above, the rationale behind adding this data gathering tool to the first one is to obtain more details for a better interpretation of the research findings, and to make sure whether there is an agreement and validation of results when compared with the questionnaire.

The interview sample includes a total of twenty-six (26) EFL teachers, who were randomly selected from different departments of English in Algeria via the Internet. Most of them preferred to remain anonymous, with the exception of the five teachers, affiliated with the department of English at Mohammed Seddik Ben Yahia University- Jijel. The interview contains sixteen questions, which for the most part, seek to explore the teachers' opinions about integrating video games as a teaching strategy. It was divided into two main sections. The first

section comprised six general questions that revolved around the personal teaching experience of the participating teachers. Three questions were close-ended (Q1, Q2, and Q4) and the other remaining three were open-ended (Q3, Q5, and Q6). The second section delved into the intricacies of the subject under investigation, where the questions were fully open-ended (Q7, Q8, Q9, Q10, Q11, Q12, Q13, Q14, Q15, and Q16). The table below exposes the content stated in every single question:

Table. 2.2.

Content of the Interview

Questions	Content
Q1	The Overall Teaching Experience
Q2	The Teaching Experience of Speaking Classes
Q3	The Teaching Location(S)
Q4	The Type of Teacher
Q5	Description of EFL Teaching Experience in Algeria
Q6	The Personal Favorite Teaching Technique
Q7	Introducing the Term “Edutainment”
Q8	Discussing the Role of Playing games in Relation to Learning in General
Q9	Description of the General Relation between Games and Teaching Speaking
Q10	Discussing the Positive Effect that Video Games Have on Learners’ Ability to Speak
Q11	Perspectives of the Implementation of Video Games in Speaking Sessions
Q12	Discussing the Possibility and Procedure of Implementing Video Games in an Educational Setting
Q13	Discussing the Effect Video Games on the Lesson Plan

- | | |
|------------|--|
| Q14 | Discussing the Possibility of Video Games Being a Motivational Tool for Teachers |
| Q15 | Describing the Role of the Teacher in Sessions Involving VG Play |
| Q16 | Discussing the Relation between Video Games and the Competency-Based Approach |

2.1.2. The Limitations of the Study

a- Scope Limitation

This study was intended, at start, to be an experimental design investigating four groups in a private school. The aim was to provide a direct, clear illustration of the video games effect on the improvement of speaking. However, due to the covid-19 pandemic, we could not press ahead with the forethought plan. As a result, researchers shifted the scope towards the perspectives of university teachers and learners to the integration of VGs in the speaking class. This manifestly constitutes an impediment to producing a much more robust investigation, where experiment could have clearly revealed the effect of video game-playing on the improvement of the speaking skill in reality.

b- Sampling Limitation

The lack of cooperation from teachers and students hindered achieving stratified sampling. Thus, the representations taken from the departments of English were relatively uneven and there was not enough representation from all departments.

c- Questionnaire Limitation

Originally, the number of responses, in the first stage of data collection, reached two hundred and eighty-nine (289). However, all the data were erased unintentionally due to a technical problem, which led us to restart from scratch. In the second stage, the number of respondents reached two hundred and fifteen (215). Unfortunately, this time, we came across many gaps and received irrelevant answers from some participants, which led us to discard a number of participants' responses from the sample. Moreover, while answering the questionnaire, some participants appear not to have truly expressed their opinions. Therefore, this relatively threatens the internal validity of the present investigation.

d- The Interview Limitations

Due to the covid-19 lockdown, the researchers failed to hold face-to-face interviews with the teachers. In addition, the lack of access to teachers online and the refusal of some to respond to the request hindered our attempt to reach enough representation from all departments of English.

Section Two: Analysis and Discussion of the Questionnaire Findings

Introduction

2.2.1. Macro Analysis of the Questionnaire

2.2.1.1. The Number of Respondents

2.2.1.2. The Level of Education

2.2.1.3. The Level of English

2.2.1.4. The Learning strategies

2.2.2. Interpretation of the Macro Analysis

2.2.3. Detailed Analysis of the Findings

2.2.4. Synthesis and Interpretation of the Findings

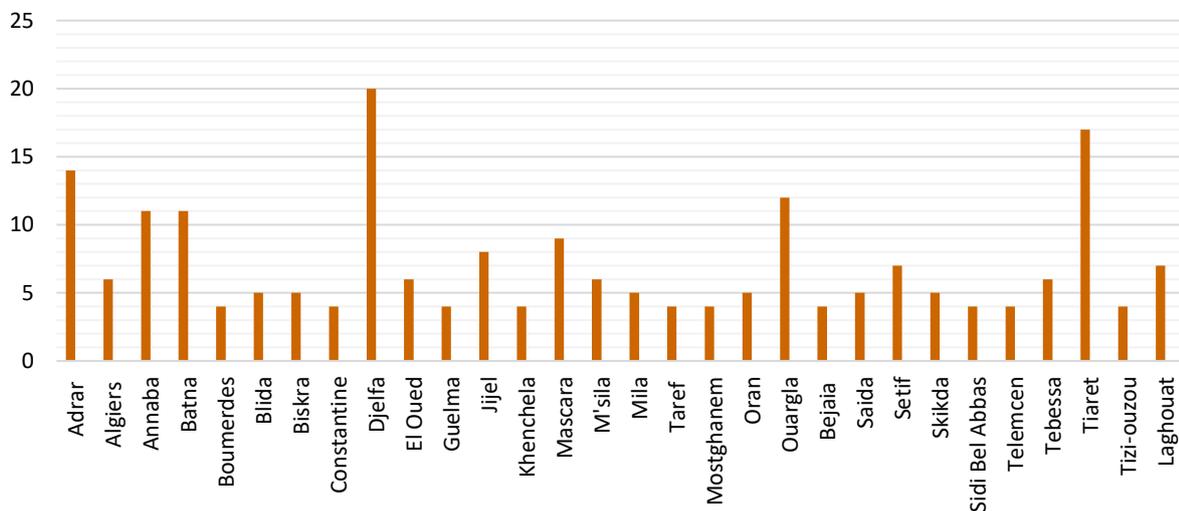
Section Two: Analysis and Discussion of the Questionnaire Findings

In this section, the answers provided by the learners in the questionnaire and the data collected therefrom are analyzed and discussed. The percentages yielded by the collected data are findings that would help later on to answer the research questions and verify the assumptions formulated in the general Introduction.

2.2.1. Macro Analysis of the Questionnaire

This rubric highlights the major information related to the sample under study. It essentially identifies a number of aspects that would define the participants; namely, the number of participants taken from each department of English, the level of education, the types of gamers, the learning strategies, and the level of English. These data are extracted from the answers to the questions asked in the students’ questionnaire.

2.2.1.1. The Number of Respondents

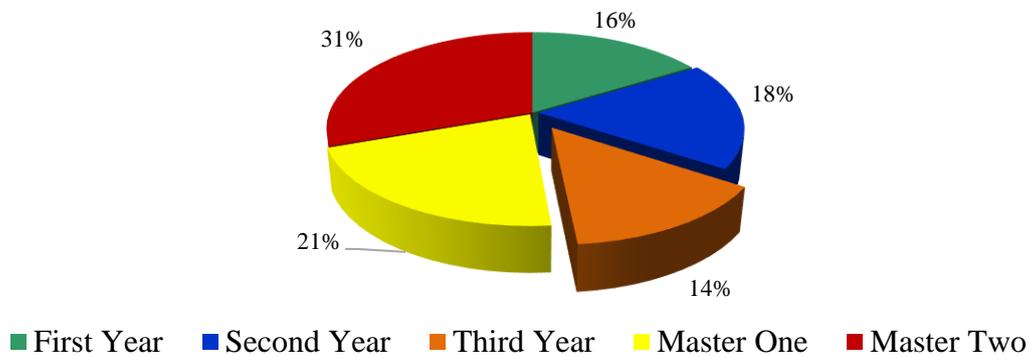


Graph.01. The Number of Respodents Per Department

As explained in the previous section, this research targets an Algerian English language teachers and learners of university. Graph.01. above represents the number of participants who participated from each department. Its aim is to show the distribution of representations

between the departments of English while conducting the study. Among the 210 participating learners, the department of English of Djelfa has the highest number of participants with the totality of 20 participants. The department of English of Tiaret ranks second with 17 responses. The third highest number of answers goes to students of the department of Adrar, with 14 responses. The rest of the representations per department, as the graph shows, tend to fall under a lower range between 4 and 12 answers per each university. For instance, around 16 departments of English in Algeria have a representation of 4 or 5 participants each. These include Biskra (5), Mostganem (4), Blida (5), Tlemcen (4), Sidi Bel Abbas (4), etc. While the department of English of Ouargla has 12 participants, the departments of English of Batna and Annaba have 11 each; and Laghouat and Setif have 7 each. The remaining six departments of English have representations between 6 and 9. These include Mascara (9), Jijel (8), Tebessa (6), Algiers (6), etc.

2.2.1.2.The Level of Education



Graph.02. Respondents' Level of Education

Another aspect that should be viewed when analyzing the overall data of the questionnaire is the education level of the participants. Graph.02. above exhibits the percentage of the participants according to their level. It appears that the highest percentage of answers is that of

the M2 level (31%). The second highest percentage is that of M1 (21%), while the remaining percentages are those of third year (14%), second year (18%), and first year (16%).

To proceed further in discussion, the table below gives more details regarding the exact number of participants from each university level respectively. Upon table observation, it is noticeable that there are not enough answers from all levels: in the majority of departments only one response is collected from some levels, while in the other levels there was a kind of reticence from the part of students to respond to the questionnaire. This can be exemplified by M1 and M2 from the department of English of Boumerdes, second and third year from the department of English of M'sila, second, third year, and M1 levels from the department of English of Sidi Bel Abbas, third year and M1 from the department of English Biskra, third year from the department of English of Algiers, etc.

Table.2.3.

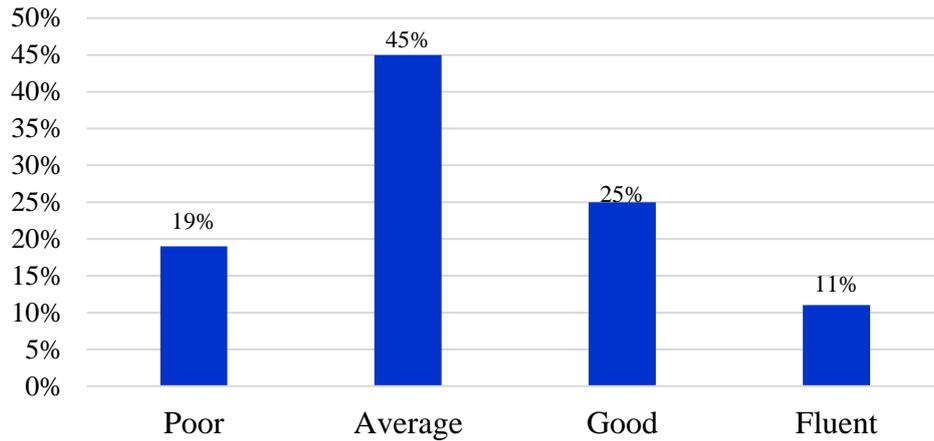
The Number of Respondents in Relation to The Level of Education

English Departments	1 st Y	2 nd Y	3 rd Y	M1	M2	Total
Adrar	3	2	2	4	3	14
Algiers	2	2	–	1	1	6
Annaba	–	4	5	1	1	11
Batna	1	2	2	–	6	11
Boumerdes	3	–	1	–	–	4
Blida	1	2	1	–	1	5
Biskra	2	1	–	–	2	5
Constantine	–	–	3	–	1	4
Djelfa	2	3	2	4	9	20
El Oued	–	2	1	2	1	6
Guelma	1	–	2	–	1	4
Tizi-Ouzou	1	–	1	2	–	4

Jijel	–	2	1	4	1	8
Khenchela	1	–	2	1	–	4
Laghouat	–	3	1	1	2	7
Mascara	–	2	1	5	1	9
M'sila	1	–	–	2	3	6
Mila	–	1	1	1	2	5
El-taref	–	–	–	3	1	4
Mostganem	2	1	–	–	1	4
Oran	–	–	1	3	1	5
Ouargla	8	2	–	1	1	12
Bejaia	–	1	1	2	–	4
Saida	–	3	–	–	2	5
Setif	–	1	2	1	3	7
Skikda	1	1	–	1	2	5
Sidi bel Abbas	2	–	–	–	2	4
Tlemcen	1	2	–	–	1	4
Tebessa	1	1	–	3	12	17
Tiaret	–	3	1	1	2	7
Total	33	41	31	43	63	210

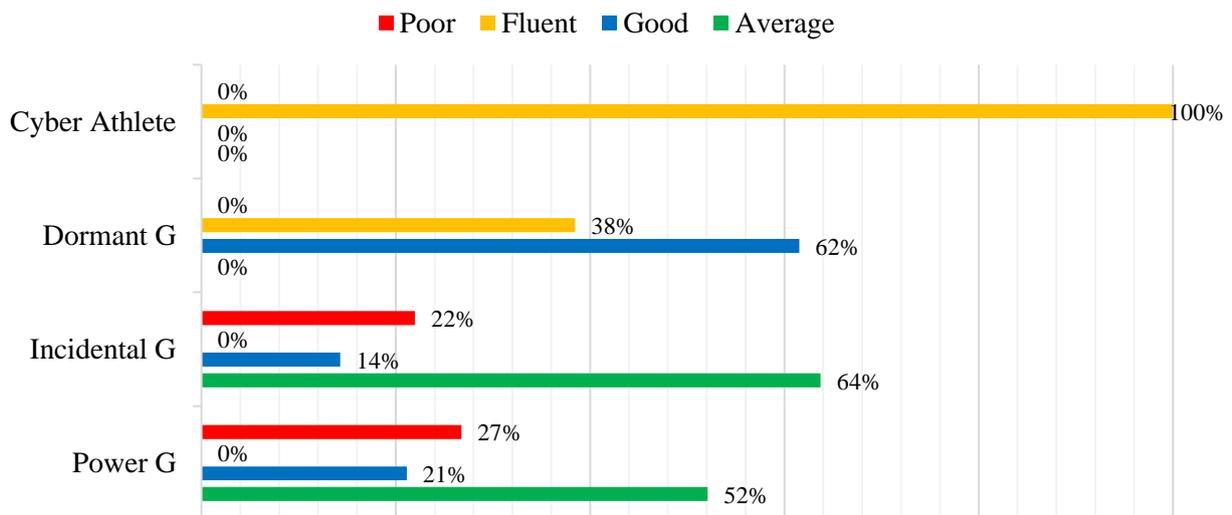
2.2.1.3. The Level of English

Identifying the level of English of the participants serves to better interpret their answers. For instance, when compared with other aspects such as the personal learning strategies and the type of gamers the participants are, the level of English could explain how they relate VGs to their language learning and also to what extent this might turn out to be effective for them.



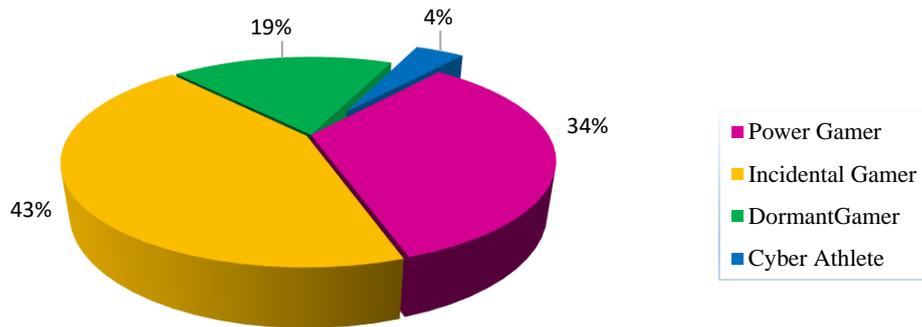
Graph.03. The Respondents' English level

Graph.03. above shows the percentages related to the level of English the participants claim they have. According to the displayed data, 45% of them stated that they have an average level when it comes to language mastery, and 25% asserted that they are good at English. 19% declared that they do not master the language properly. Only 11% affirmed that they maintain a full capacity of using the language properly like a native.



Graph.04. Respondents' English Level in Relation to their Gamer Type

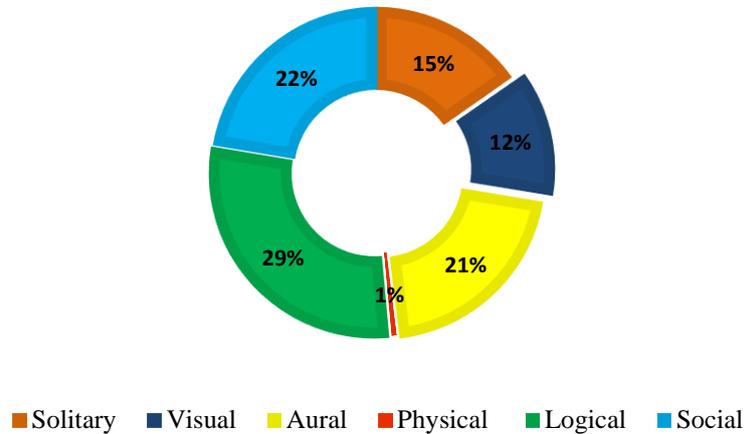
Graph.04. describes the participants' language level of proficiency from a different angle. It aims to represent the correlation between the latter and the gamer type each participant relates to. Accordingly, to better understand the representation of this graph, Graph.05 presents the overall data classification regarding gamer types that were suggested in the questionnaire.



Graph.05. Types of Gamers

From the previous couple of graphs, it is perceptible that there are a high number of participants that consider themselves as incidental gamers, with approximately 43% out of the whole sample. Among those who claim to be incidental gamers, 64% believed they have an average level, while 22% believed that their English is poor, with the remaining 14% rated their English level as good. The second most common type of gamer is the power gamer with roughly 34% of the sample. The majority of this category rated themselves as average speakers of English (52%). The rest of the respondents ranked themselves as good and poor with 21%, and 27% respectively. The last two categories are few and far between in our sample. 19% described themselves as dormant gamers and only 4% claimed to be cyber Athletes. However, most of them rated their English between fluent and good with the percentage of 50% fluent dormant gamers and cyber athletes together, and 62% dormant gamers appraising their English to be good.

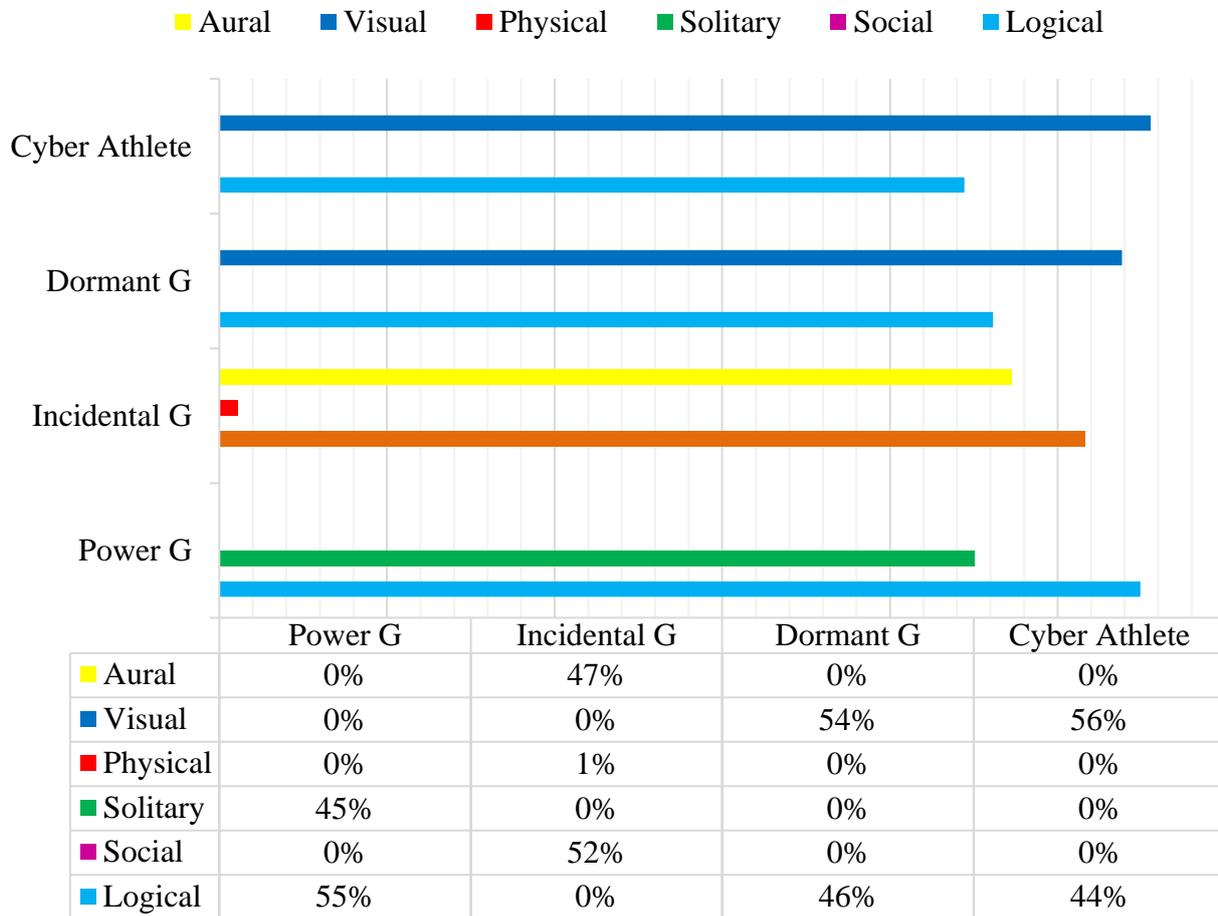
2.2.1.4. The Learning strategies



Graph.06. Learning Strategies

Graph.06. represents the ratio of learning strategies that the participants use in the language learning process. The aim was to associate the participants' type of learning with their gamer type. Because it is logical that those strategies are used not only to learn a FL, they are rather used to solve any cognitive problem in general. In other words, since playing games and learning share the common feature of problem solving, the strategies used in learning and comprehension are also used when playing VGs. Therefore, analyzing this side is important to reveal the participants' strategies to their gaming approach. The first most prominent strategy is the logical one, where 29% of participants claimed to use a mathematical and strategic approach in the language learning process. The social strategy comes next in the second position (22%), which implies learning and solving problems through social communication. The aural strategy of learning was said to be used by 21% of participants, who believe in getting a better comprehension and internalization through sounds. The rest of the learning types are very low in rate, where, for instance, 15% asserted that they learn from themselves in the sense that they use their background knowledge to comprehend the new one, whereas, 12% said that

they use their visual capacities in learning, and only 1% said that they are kinesthetic, which denotes that they learn through contact with concrete things.



Graph.07. The Respondents' Learning Strategies in Relation to their Gamer Types

Graph.07. demonstrates the correlation between learning strategies and the gamer types. It is clear from the graph that there are only two types of gamers who carry the visual capacity in high estimations. 56% of cyber athletes and 54% of dormant gamers rate themselves as visual. Additionally, all solitary learners fall under one category of gamers, where 45% of power gamers are intrapersonal when it comes to problem solving. Subsequently, all Logical learners are classified as power gamers (55%), dormant gamers (46%), or cyber athletes (44%) of the total category. The social and aural learning strategies are chosen by incidental gamers with a

percentage of 52% and 47% respectively. Finally, the only physical respondent is an incidental gamer as well.

2.2.2. Interpretation of the Macro Analysis

From the foregoing analyzed data, the following can be explained:

- ❖ There is relatively a close, yet uneven, representation from the different university levels and between the departments of English. This issue is due to the constraints that this research faced.
- ❖ The participants' English level is said to be average in general, which implies that the majority of Algerian university students do not fully master English as they should compared with the education level they have.
- ❖ Most of the participants are said to be either incidental or power gamers, which denotes that most Algerian university students play either for competitive reasons or just to relieve boredom.
- ❖ A high percentage (77%) of participants play VGs either just to pass time or to be competitive, and a low percentage (23%) of heavy gamers in the context of Algerian universities translates that the majority of Algerian university students do not take VGs seriously.
- ❖ Dormant gamers and cyber athletes tend to have a good level of English, while Incidental and power gamers are more prone to have a poor level, which could explain that those who are more involved into the gaming field are better speakers of English because of the high ratio of employing the FL in their gameplay.
- ❖ Heavy gamers like cyber athletes and dormant gamers tend to be either visual or logical, because these strategies are the most suitable for serious a video-game player.

- ❖ Incidental gamers tend to use their social strategy in gaming because their aim is to pass time with social relations and make new connections.
- ❖ Power gamers use aural and logical skills when playing because they are the most suitable for a competitive approach.

2.2.3. Detailed Analysis of the Findings

Section One: Students as Gamers

1. Answers to: What game system you play most?

Table.2.4

The Personal Choice of Game Play System

	Smartphone	PlayStation	Xbox	Computer	Other	Total
N	128	23	15	40	4	210
%	61%	11%	7%	19%	2%	100%

This table aims to reveal the game system that is most used by university students in Algeria. The figures show that 61% of the participants have said that they use smartphones, 19% have said that they use computers, 11% have said that they use PlayStation, and only 7% have said that they use Xbox. Only 2% of the participants have said that they play games in other systems, such as Nintendo Switch.

2. Answers to: How many hours do you spend playing video games each day?

Table.2.5.

The Number of Hours Spent in Playing Video Games

	30 minutes	1 hour	2 hours	3 hours or more	Total
N	66	52	44	48	210
%	31%	25%	21%	23%	100%

Q 2 aims to uncover how much time Algerian university students spend in playing VGs. The results display that 31% of the participants spend half an hour per day. 25% spend one hour, 23% play for more than 3 hours, while 21% devote 2 hours of their time to play every day.

3. Answers to: What genre of video games do you play most?

Table.2.6.

The Personal Favorite Genre of Games

	N	%
Fantasy	17	8%
Racing	30	14%
MMOG	15	7%
RPG	6	3%
Action	27	13%
Adventure	40	19%
Strategy	24	11%
Sports	20	10%
Simulation	15	7%
Other	6	3%
Total	210	100%

The third question whose answers are displayed in table.2.6 attempts to reveal the types of games most played by the students. As shown in the table, the answers show that adventure is the favorite games of 19% of the participants; racing games are favored by 14%; games involving action are preferred by 13% of the participants; games implicating strategy are favored by 11% of the respondents. 10% of the participants are more interested in the sports type. Games that envelop fantasy, *simulation*⁵, online-massively multiplayer, and role playing are chosen by 30% of the participants: 8% prefer the first, 7% opt for the second, 7% enjoy the third, and 8% favor the last. The remaining 3% of the participants choose other types of games such as reflex games, and online first-person shooter.

4. Answers to: Why do you play video games?

Table.2.7.

The Reason Behind Playing Video Games

	The Narrative of Games	Building Social Relations	Education	Relieve Boredom	Total
N	53	49	40	68	210
%	25%	23%	19%	32%	100%

The purpose behind table.2.7. is to understand the students’ motive to play video games. The results demonstrate that 32% of the participants said that they play games just to relieve boredom, 25% said that the storyline of the games incites them to play, while 23% said play

⁵ *Simulation video games* are generally designed to closely copy activities from real world, where it would allow the player to control a character or an environment freely.

games to create new social connections, and finally 19% said that they find games motivating to learn.

5. Answers to: What type of gamer are you?

Table. 2.8.

The Personal Type of Gamer

	Dormant Gamer	Incidental Gamer	Power Gamer	Cyber Athlete	Total
N	39	91	71	9	210
%	19%	43%	34%	4%	100%

Table.2.8 introduces four main types of gamers. The first type is the dormant one, which involves gamers who are basically very interested in games; however, they do not currently play because they are occupied. This category falls under serious hardcore gamers. The second type, incidental, includes gamers who tend to play games just to pass time. This category considers VGs as an entertaining means when they are free from responsibilities, and it does not affect their real life in the sense that they do not give it much importance. The power-gamer category consists of gamers whose motive is challenge. They usually enjoy competition and work hard only to win and just to prove their capabilities. Despite taking winning seriously, they are not regarded as serious gamers because they do not consider the other aspects of games, such as enjoying the actual experience of playing. Thus, they are not much involved in the process and tend to focus less on the details of the games. The last category is the cyber athletes. As its name indicates, this category views VGs as sports careers where they make their living from. Cyber athletes are so immersed into specific games that they would know

every detail about them. Thus, they are the hardcore gamer type who devote their entire life to VGs.

The objective of this table is to classify the Algerian university students under those categories. The outcome indicates that 43% out of 210 students consider themselves as incidental gamers, while 34% believe to be power gamers, and 19% describe themselves as dormant gamers; however, only 4% regard themselves as cyber athletes.

6. Answers to: What type of learner are you?

Table.2.9.

The Personal Type Learner

	Logical	Social	Solitary	Physical	Visual	Aural	Total
N	61	47	32	1	26	43	210
%	29%	22%	15%	0%	12%	20%	100%

Question 06 seeks to identify the strategies of learning that most Algerian university students of English use. A number of strategies were suggested to the participants. The logical strategy consists in using calculations and comparisons through the employment of plans and tactics when trying to solve a cognitive problem. The social strategy relates to engaging other people when trying to comprehend or learn. The solitary approach implicates the use of the personal cognitive background and experiences to internalize a new one. The physical means is utilized by those who tend to comprehend and memorize only when being in contact with the concrete things. Visual learners are those who focus better through visualizing concepts. They tend to

use images and charts when trying to solve or comprehend something. The aural strategy involves the use of sounds in the learning or internalization process.

Table.2.9. indicates that 29% of participants have said that they use the logical strategy, 22% use the social strategy, while 20% have said that they implement their aural skill in learning. Subsequently, 15% students have said that they use the solitary strategy, and 11% have said that they are visual. Only one participant has said that they prefer the physical approach.

7. Answers to: What video game feature is most appealing to you?

Table.2.10.

The Personal Favorite Game Features

	Social Feature	Challenge and Complexity	Graphics and Aesthetics	Reward and Punishment	Other	Total
N	50	59	53	45	3	210
%	24%	28%	25%	21%	2%	100%

This question seeks to reveal what features of VGs appeal most to Algerian university students. 28% of the sample claims that they favour the challenge and complexity of games, while 24% enjoy the social feature of games. 25% have said that they relish the graphics and aesthetics of VGs, and 21% have said that they are intrigued by the reward and punishment features. 2% of the participants have mentioned that they have other preferences. Among them, two answers are provided:

“I like it when it takes to other worlds such as past or space”

“Being the hero of the show”

Section Two: Gameplay and Language Learning

1. Answers to: Do you rate your English-speaking level as?

Table.2.11.

Students' Estimation of their Speaking Level

	Poor	Average	Good	Fluent	Total
N	39	95	53	23	210
%	19%	45%	25%	11%	100%

Rating the students' level is essential to know to what extent students think they encounter problems with speaking. Table.2.11. provides figures about the participants' self-assessment of their English-speaking level. 45% of the sample has asserted to have an average level. 25% claim to have a good level. 19% rated themselves as poor. Only 11% believe to be fluent speakers.

2. Answers to: How often do you use English while playing games?

Table.2.12.

Rating the Frequency of Using English While Playing VGs

	Always	Often	Sometimes	Rarely	Total
N	105	55	37	13	210
%	50%	26%	18%	6%	100%

This table shows the periodicity of employing the English language by students when playing VGs. The aim behind asking this question is to know the ratio of practicing the language that VGs provide. The figures specify that half of the sample (50%) who plays VGs tend to always put their English into practice while playing, and 26% of it does it often. 18% and 6% of the students allege to use English respectively either sometimes or rarely.

3. Answers to: How many expressions have you learned from playing? Give an example.

Table. 2.13.

The Number of English Words or Expressions Learned from VGs

	No Expressions	5 Expressions	10 Expressions	More than 10	Total
N	4	30	42	134	210
%	2%	14%	20%	64%	100%

Table. 2.13. displays the number of expressions university students of English claimed to have learned from VGs. it is noticeable that 64% and 20% of students announce that they learned 10 expressions or more from playing games; however, only 14% and 2% have said that they that they learned from five to absolutely no expressions. Those who have claimed to have learnt expressions from VGs provided examples of what they grasped from those games. Some of them are reproduced below.

Examples:

“learned English while playing video games. there are a lot of expressions xD my best one is: "he shots he scores that's a drone for us." (Mozzie, Rainbow Six Siege)”

“Abandon ship! (In Pirate Game when the ship is destroyed). Where there is light, there is also darkness. As long as there are winners, there'll be losers as well.”

“Those things ain't gonna stop 'til they get what they want... Barricade the living hell outta the door behind me!”

“Cover up Don't get near the zone”

“Winner winner chicken dinner ha-ha”

From the examples above it is observable that these expressions are thematic in the sense that they are rubrics taken from the game context, which shows that those students were motivated to internalize full expressions that contained a meaning as well as a range of words that could be reused in either similar contexts or in real life communication.

4. Answers to: Video games help in Language Learning. Do you:

Table. 2.14

The Role of VGs in Language Learning

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
N	58	104	37	9	2	210
%	28%	50%	18%	4%	0%	100%

Question 4 seeks to reveal the Algerian students' opinion regarding the role that VGs play in the improvement of the FL learning in general. Table.2.14 presents the results of the answers to this question. Half of the sample agrees with this assumption: 28% agree strongly; 5% disagree and 18% are neutral because they cannot relate it to the matter.

5. Answers to: Does playing video games help in overcoming fear of speaking in public (shyness)? How?

Table.2.15.

The Role of VGs in Overcoming Shyness

	Yes	No	Total
N	162	48	210
%	77%	23%	100%

Question 5 strives to confirm whether playing VGs could be a solution to overcome fear of public speech in some students. The answers reveal that 77% agree that interacting while playing VGs is one solution in surmounting anxiety of speaking in public, while 23% disagree with the assumption. 65% of the participants have justified their answer by admitting that that they are naturally shy even when they speak in their mother tongue and 35% have mentioned other reasons (some have claimed that they are not shy in the first place, so this point it is not applicable to their case). Those who have agreed gave four main explanations provided below.

Table. 2.16.

The Way to Overcome Shyness Through VGs

Opinion	N	%
By being forced to communicate with others during the game in the target language.	39	24%
By Raising confidence in oneself when winning.	13	8%
By getting enough freedom to express oneself without being criticized when committing mistakes in the language.	42	26%
By developing social connections.	68	42%
Total	210	100%

As shown in the table.2.16, 42% of the participants have explained that the fear of speaking in public is surmounted by developing social connections via VGs. Another 26% said that VGs are helpful because they furnish an atmosphere free of criticism when it comes to committing mistakes in the FL. 24% believe that being forced to communicate using the FL to win the game was their way of overcoming social anxiety. As for the remaining 8%, they have said that they consider winning games as a boost to their confidence, which in return helps them become less fearful of speaking in a FL.

6. Answers to: Does playing video games help in motivating you to learn English? How?

Table.2.17.

VGs as Motivational Means to Learn FL

	Yes	No	Total
N	153	57	210
%	73%	27%	100%

This question attempts to investigate students' opinions about whether VGs help in motivating students to learn. A high percentage of 73% answered with "yes", acknowledging that entertaining activities such as VGs are motivating, while 27% responded with "no".

Answers to the How:

"Of course, it does. Playing video gives the players a feeling of excitement, which in turn indulges them in the physicality of the game and speaking the game's language is one of the things that gives the player a sense of inclusion in the game."

"When you witness some characters in the games and play alongside them, it's like movies, you get attached to them, and that turns into a motivation to learn how they speak, they simply motivate you to learn English. (Captain Price in Call of Duty for example)"

"Today, the majority of video games are adopting English in their instructions, because it's the first language in the world. Any player would dream to learn it in order to understand the story of the game. Moreover, the players' community is another factor that pushes a learner to be crazy about English more specifically."

The above stated statements are actual students' comments. All answers yielded in the questionnaire are of similar content to those. From what they have said, it is deduced that motivation to learn a FL through VGs may take place when trying to learn the language implemented in the game to be part of it. Thus, the motive here is either trying to understand the storyline and embrace it, being influenced by one of the characters to the desire of imitating it, or simply to be able to communicate with the gamer community.

7. Answers to: Do you believe that playing video games improve your English-speaking skills?

Table.2.18

The Role of VGs in Improving Speaking

	Yes	No	Total
N	172	38	210
%	82%	18%	100%

This question intends to reveal whether the participants agree that VGs are an aid to the improvement of the speaking skill or not. The results show that the overwhelming majority (82%) agree, while only 18% of them disagree.

Section Three: Gameplay in Classroom

1. Answers to: Which university do you study in? (specify the region)

Table. 2.19

Specifying the English Departments Location

English Departments	N	%	Guelma	4	2%	Setif	7	3%
Adrar	14	7%	Jijel	8	4%	Skikda	5	2%
Algiers	6	3%	Khenchela	4	2%	SBA	4	2%
Annaba	11	5%	Mascara	9	4%	Tlemcen	4	2%
Batna	11	5%	M'sila	6	3%	Tebessa	6	3%
Boumerdes	4	2%	Mila	5	2%	Tiaret	17	8%
Blida	5	2%	El-Taref	4	2%	Tizi-Ouzou	4	2%
Biskra	5	2%	Mostghanem	4	2%	Laghouat	7	3%
Constantine	4	2%	Oran	5	2%			
Djelfa	20	10%	Ouargla	12	6%			
El Oued	6	3%	Bejaia	4	2%			
			Saida	5	2%			

The table above presents the number and percentage of representation from the Algerian departments of English that participated in this study. As the table shows, students responded from 30 departments, that is 30 departments of English out of 34. The number of participants per department is relatively between 2% and 5%, while only four departments have a representation higher than 6%, namely Ouargla (6%), Adrar (7%), Tiaret (8%), and Djelfa (10%).

2. Answers to: What is your current education level?

Table. 2.20.

Specifying the Level of Education

	1st Y	2nd Y	3rd Y	M1	M2
N	34	38	30	44	64
%	16%	18%	14%	21%	30%

This table shows that most of participants are M2 (30%), with M1 ranking second (21%). While only 14% study in third year, 18% study in second year, and 16% study in the first year.

3. Answers to: What do you think of using video game play in classroom?

Table.2.21.

The Personal Opinion Regarding the Integration of VGs in Classroom

	For the Integration	Against the Integration	Neutral	Total
N	106	86	18	210
%	50%	41%	9%	100%

This question aims to reveal whether students are for or against the integration of VGs as a means of education in general. 50% are for, 41% are against, and 9% are neutral.

Table.2.22.

Respondents' Justifications of the opinions regarding the CIVG

Justifications	N	%
It is a wrong approach, because video games are distracting and a waste of time.	54	26%
Classrooms are made for studies not for playing. It is improper and unprofessional.	32	15%
It is a good idea, yet it cannot be realized due to the lack of technological supplies in the Algerian universities.	18	9%
It is very effective because it teaches many language aspects subconsciously.	39	19%
It is revolutionary and fun, and it makes sessions less boring.	25	12%
It is motivating for students and guarantees a friendly atmosphere.	42	20%
Total	210	100%

Table.2.22 shows the different justifications that students provided. 26% disagreed with the integration because they believed that it is a wrong approach; they were of the opinion that VGs are distracting and a waste of time. 15% claimed that classrooms are made for studying, not playing; thus, to them video game playing is improper and unprofessional. 9% stated that it is a good idea, yet it cannot be realized due to the lack of technological equipment in the Algerian universities. Those who agree with the integration believe that if it were to be done, it would be very effective because it teaches many language aspects subconsciously (19%). Others (12%) find it revolutionary and a fun, reducing boredom in sessions. Finally, 20% believed it to be motivating for students, as it generates a friendly atmosphere.

4. **Answers to:** In what way do video games help in speaking classes?

Table. 2.23

The Personal Opinion about the Role of VGs in Speaking Classes

Opinions	N	%
They provide an atmosphere that is free from learning anxiety.	42	20%
They provide practice of the speaking skill.	39	19%
They develop a connection between students that would help them interact more with each other.	43	20%
They do not help in speaking classes at all.	86	41%
Total	210	100%

Though this question might look similar to the previous one, it is not actually since it addresses a specific context, namely speaking sessions. The purpose behind this question is to see to what extent the students' opinions regarding the role of VGs playing would differ from their opinions

about playing VGs in classroom in general. The answers show that 41% still believed that VGs do not help even in speaking classes. The rest believed that the games would provide an atmosphere free from learning anxiety (20%) and an opportunity to practice the speaking skill (19%), and develop a connection between students that would help them interact more with each other (20%).

5. **Answers to:** Video games improve interaction between students. Do you?

Table. 2.24.

The Role of VGs in Improving Interaction between Students in Classroom

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
N	61	92	45	12	0	210
%	29%	44%	21%	6%	0%	100%

Question 5 attempts to show to what extent students agree or disagree with the role of VGs in improving interaction between them in the speaking classes. The results denote that 44% agreed, 29% strongly agreed, 6% disagreed, and 21% were neutral. It is self-evident that none of them strongly disagreed with the statement.

2.2.4. Synthesis of the Findings

As the student questionnaire attempts to answer one of the research questions, which revolves around revealing the Algerian university students’ perspectives concerning the integration of VGs in the speaking classes. In order to answer that, the questionnaire was structured in a way to answer four summarizing questions, namely:

- ❖ To what extent Algerian university students are interested in VGs?
- ❖ To what extent do they relate VGs to their language learning process?
- ❖ To what extent do students learn from VGs?
- ❖ Are they for or against the implication of VGs in classroom?

These sub-questions facilitate our reading of their perceptions in the sense that they would unveil the reasons behind the students' approval or rejection of the integration of VGs in classroom.

In the first section of the questionnaire, the researchers intended to collect general information about the students' experience with games and their preferences, which would in turn answer the first summarizing question above. Students were asked about their choice of gameplay system. Most of them (61%) have said that they use smartphones as a means to play. Only (39%) have said that they use other systems like, computers, PlayStation, etc. Answers to the second question showed that most of university students play one hour or less every day (56%), which makes them not that much tuned to VGs in comparison with the hardcore category existing in the western cultures. In the third question, students were asked about their favorite genre of games. Answers revealed that the main genres that are liked by Algerian English language university students (71%) are action, adventure, racing, and strategy. Moreover, researchers asked other questions that beheld the reason behind playing games, the personal type of gamer, the personal type of learner, and their favorite features in VGs. The findings indicated that students play VGs either to relieve boredom or to build social connections (55%). While they were categorized as incidental and power gamers (77%), their learning as well as their gaming strategies incorporated the social aid or the use of logical or aural skills (71%). Additionally, their most favorite features in VGs were the challenges and the social interactions that they provided.

IMPROVING SPEAKING THROUGH VIDEO-GAME PLAY

The second section was devoted to answer the two subsequent questions listed earlier. Namely, to what extent they related VGs to their language learning process, and to what extent students learned from VGs. Thus, it embodied questions that were mainly about gameplay and language learning. In the first question, they were asked about their level of speaking in English. Most of their answers were average (45%), while 36% were good and fluent. This means that the majority of English university students still encounter some problems when speaking despite their educational level. In the next question, most learners (76%) emphasized that they used English while playing games quite regularly. In the question that followed, most respondents claimed learning ten or more expressions from VGs, some of which are thematic to the games content while others are everyday communicative expressions. Observing the results gathered from (S1; Q2, Q5 and S2; Q1, Q2) helped us infer that Algerian students still encounter difficulties in speaking even at the higher education levels because they do not practice speaking. This is taken from the fact that even when VGs helped them learn expressions and practice the English language, they still did not play enough for a longer period of time. Thus, they did not practice English sufficiently. After that, they were asked about the role of VGs in language learning. 78% agreed that VGs positively affected language learning. In the next question, the students answered that VGs helped them overcome shyness and public speaking anxiety (77%) in various ways such as, being forced to communicate with others during the game in the target language, raising confidence in oneself when winning, etc. However, 42% of them asserted that they surmounted that issue through developing social connections when playing VGs. Subsequently, the majority of students (73%) agreed that VGs are motivational for FL learning. Finally, they were asked whether VGs improved their speaking skill in particular, and the answer of most of them (82%) was yes.

The third section was primarily concerned with the gameplay in classroom, which would eventually respond to the final and most important question stated above. The first two

questions aimed to show where participants study and their educational level. The results revealed that students responded from 30 Algerian departments of English out of the total 34 with largely a representation of 2% from each university. The highest representations were from Djelfa (10%), Tiaret (8%), Adrar (7%), and Ouargla (6%). Additionally, 51% of the sample were students of first- and second-year Master. The question that followed disclosed that 50% of the students were for the integration of VGs in classroom, while 41% were against, whereas the remaining 9% were neutral. However, the neutral category later joined those who were for the integration (59%), claiming that VGs indeed play a role in speaking classes by creating a friendly learning atmosphere, providing practice for the speaking skill, and creating connections between students. 41% who were against the integration believed that VG play does not help in speaking classes at all. The last question revealed that the majority of students (73%) agreed that playing games in speaking helps in breaking the ice and in improving interaction between students.

From the synthesis of the questionnaire findings, we inferred the following:

- ❖ Algerian English language university students play VGs, but they are not very much interested in them in the sense that they play only to pass time.
- ❖ Algerian students do not purposefully relate their gameplay to their FL learning.
- ❖ Though they not play VGs for educational purposes, the Algerian students tend to learn a lot of new expressions from their gaming experience, having claimed that they built an average level in speaking through the use of this entertaining means.
- ❖ Most of the Algerian university students were for the integration of VGs in the speaking classes.

Section Three: Analysis and Discussion of the Interview Data

Introduction

2.3.1. Detailed Analysis of the Findings

2.3.2. Synthesis and Interpretation of the Findings

Conclusion

Section Three: Analysis and Discussion of the Interview Data

Introduction

This section presents the data and findings yielded from the teacher interview. The data is analyzed, interpreted and synthesized with the aim of eliciting the perceptions of Algerian university teachers regarding the integration of VGs playing in classroom.

2.3.1. Detailed Analysis of the Findings

Since there are 26 answers to the 16 questions, and most of them revolve around the same theme, analyzing them separately would be a waste of time and energy. Thus, researchers proceeded to gathering similar information under one statement, providing few examples for the answers.

Section One: General Information

1.1. Teachers' teaching experience

Most of the interviewed teachers (69%) have a teaching experience of one to five (1-5) years. Similarly important, nineteen percent (19%) of the teachers stated that they have been teaching their modules for five to ten (5-10) years, the remaining teachers (12%) declared that they have been teaching for over ten (10) years respectively.

1.2. Teaching Speaking Class Experience

The majority of the teachers mentioned that they have been teaching speaking classes for one to five (1-5) years (81%), and (19%) of them have been teaching speaking classes for five to ten (5-10) years, and none (0%) have taught speaking classes for over ten (10) years.

1.3. Teachers' Teaching Location

In this question the teachers were asked to provide us with their regions to collect data of their teaching location. The overall responses showed that five (05) teachers are from Jijel, four (4) from Setif, three (03) from Algiers, two (02) from each of Blida, Tebessa and Constantine, and one (01) participants from each of the following states: Djelfa, Mascara, Mostaganem, Bejaia, Tizi-Ouzou, Tiaret, Ouargla, and Bechar respectively.

1.4. Teachers' Character

The purpose from the fourth question is to show how teachers approach their teaching process. Nearly all teachers (92%) answered that they are dynamic in the sense that they accept changes in their teaching strategies. Only one teacher considered himself a static teacher, which means that they prefer to maintain one strategy of teaching throughout their teaching career. The last teacher explained that his teaching strategies change depending on the policies of the department.

1.5. Teachers' opinions regarding the state of EFL classes in Algeria

Question number five (05) from the same section is: "How is teaching EFL classes in Algeria like? The data obtained from the interviewees' answers enable us to gain insights on teachers' perspectives concerning EFL teaching in the Algerian classroom setting. The data gathered from the teachers' answers show two different stances; positive and negative ones on the state of the Algerian EFL classes. The analysis of the data reveal that only eight (8) teachers (31%) out of twenty-six (26) participants have positive opinions about the teaching situation in the Algerian EFL classes which are projected in their very short answers. Teachers' answers are classed in three categories: it is improving 19%; it is good 8%; and it is very interesting 4%. The answers below might give an in-depth illustration for some of the positive opinions held by the interviewees:

Very interesting [T02]

It is progressing and improving [T12]

Holistically speaking is good [T13]

Eighteen (18) participants (69%) hold negative opinions. The data gathered from the teachers' responses are classed in four categories: Outdated (35%), Hard (12%), Inadequate (8%), Theoretical in nature (15%). When analyzing the data, it is perceived that a great number of teachers criticized the EFL teaching classes. Teachers' criticism ranged between "an old-fashioned teaching class" and "the inappropriateness of EFL teaching setting". The following examples are some of the answers provided by these participants:

Teaching EFL classes in Algeria isn't new, but needs to be updated to match up today's standards and techniques of language teaching. it is taught mainly with a traditional approach, and that's the issue, students lose interest rapidly or find hard to keep up with. [T03]

Outdated and the approaches of teaching needs to be improved and modified. [T11]

It is a very hard task due to many reasons: the students are at different levels, crowded classroom, inadequate approach and textbooks. The teacher always needs to adapt his/her materials which consumes time and energy. [T20]

1.6. Teachers' Favorite Teaching Technique

This question is intended to be a warm up question. It allows us to elicit and theorize teachers' favorite teaching techniques. Teachers' answers are classed into six (6) different categories: providing opportunities for interaction in classroom and negotiating meaning, teaching via translation, group work, comparison and exemplification, and the use of authentic and materials. Eight (8) participants (31%) said that their favorite teaching techniques are

allowing more opportunities for classroom interaction, in addition to negotiating meaning strategies. Only one (1) teacher mentioned that they use translation as a teaching technique. Six (6) participants (23%) said that group work is their preferred teaching technique. Seven (7) participants (27%) said that they use comparison and exemplification as their favorable technique. Four (4) participants (15%) mentioned that they use authentic materials as their teaching technique. Some of the participants' answers are reproduced in the following:

Well, it depends on the receiver of the information, for example I prefer lecturing at university and demonstration, gamification and using technologies such as audio and video materials. [T09]

Negating meaning and information with students instead of forcing anything on them. [T20]

Giving students the opportunity to unleash their creativity and take control of their own learning process, and that is by fully engaging them in the decision making of the lesson and practice needed to develop their skills. Especially in listening and speaking. [T21]

Section Two: Discussing the Subject Matter

2.1 Teachers' Familiarity with the Term "Edutainment" and its Definition

This question is composed of two main interrelated questions. The first part of the question requires a "yes" or "no" answer while the second part asks for the providing of a short definition to the term edutainment. This question enables us to see whether teachers are aware of the existence of such a term and to explore their understanding of its meaning. The data gathered from the teacher interview concerning the first part of the question reveal that (15) participants (58%) are familiar with the term. Eight (8) participants (31%) have no idea of what Edutainment is about. Only 3 of the participants (12%) said that they are not sure. According

to the data related to the second part of the question, sixteen (16) participants (66%) defined Edutainment. Nine (9) teachers (35%) believed that it is the use of entertaining techniques in education. Seven (7) participants (27%) mentioned that it is the combination of the word education and entertainment. eight (8) of the participants (31%) provided no answer. Four (4) respondents (15%) provided the term with different definitions. Some of the answers are reproduced below.

*Never heard about it before, but it seems a combination between two words
“education+ edutainment” [T05]*

*Yes, it is incorporating amusing (entertaining) elements such as games, music,
movies, and websites into a cultural, pedagogical or educational activity [T10]*

No, I am not familiar with it [T20]

From the collected data, it is observable that some teachers are familiar with the notion; others have instantly grasped the idea from the combined term; while others could not provide a definition because they have never heard of it.

2.2 Is learning by playing an effective approach in EFL classes? If yes, please justify.

This question helps in perceiving teachers' perspectives concerning the effectiveness of playing as a learning approach in EFL classes. The data reveal that 23 of the participants (88%) affirmed that learning by playing is an effective approach in EFL classes. Teachers' answers positively viewing the approach are classed in two categories: It's "a motivating approach" (54%), and it is "an engaging approach" (24%). 3 of the participants (12%) said that it is "an inconvenient learning approach". However, two participants justify that it is "natural". The examples below are extracted from the teachers' answers:

*Pupils adore playing language games; they usually ask for a game before the
end of the session and I noticed that all of them participate in the game. So,*

games make them feel they are playing and having fun without being tired of studying. [T02]

Maybe at beginner or intermediate levels but not really in advanced levels. The gamers' subculture may or may not be significant in Algeria but language is not generally the main focus. Also, if overused, it could be counterproductive. [T09]

Yes, it can be an effective approach in EFL classes because these days students' play a lot of video games at home, if students use video game as a learning tool this would make them interested in what they learn without being bored. [T12]

2.3. Teachers' opinion regarding the use of edutainment platform games in teaching speaking

Question 3 from the second section of the interview also gives the participants the chance to give their opinion regarding the use of edutainment platform games in teaching speaking. Most of the teachers (92%) seem to demonstrate supportive opinions regarding the idea. The positive stances are listed below:

They increase motivation and improve teamwork. the learners will be interested to help each other to accomplish a mission of a game which in turn helps them to achieve the educational objective of the lesson. Also, they will help the learners to enrich their vocabulary and use their language via communication. [T2]

I find it very helpful as it motivates students and foster their communication as well as social skills whereby students would be more comfortable to speak and learn at the same time. [T4]

Well, I believe that using edutainment is very enjoyable and motivational for learners and helpful for teachers to do their job easily and I think every teacher or institution should integrate this technique whatever the approach or the methods they are following. [T5]

The remaining teachers (08%) gave no opinion.

2.4 The benefits of VGs on students speaking ability

Question four (04) from section two seeks to investigate the positive impact of video games on students' speaking ability. Thirteen (13) participants (50%) affirmed that VGs enhance speaking and interaction skill:

Improve their oral interaction and communication and builds collaboration and teamwork. [T06]

Students will surely acquire new and rich vocabulary which they will sooner or later use it in their speech. The later will give them a sense of confidence to speak. [T12]

It may first and foremost make them "initiate an actual conversation, assist in developing compensatory strategies when there is a communication lag and improve the tonality and inflections provided that there is authentic linguistic input. [T23]

Four (04) participants (15%) mentioned that VGs mainly help in promoting creativity, autonomy and increase the learners' motivation.

I have never tried it, but I do agree it assists their autonomy, creativity and motivation needed for speaking. [T24]

Well-designed games bring two big advantages to the learning experience: 1. motivation and attention and 2. extensive intensive practice. Players do not wait for the end. They enjoy it. [T04]

Five (05) teachers added that VGs provide speaking opportunities using the target language, the participants' answers are illustrated as follows:

communication using target language to achieve tasks in the games will develop learners speaking skills [T20]

using target language to communicate in order to accomplish the game allows learner to enhance their speaking skills. [T21]

video games have developed a lot in the recent years, most of them today require audio communication between players, and these players can be from all over the world playing together as a team, and EFL Learners can interact with other players using the foreign language. [T22]

Two participants (08%) stated that VGs facilitate the learning process in that it contextualizes more language learning content:

They will learn easily and quickly. [T11]

Only one (01) teacher did not provide an answer, while the last teacher asserted that:

they are committed to learn via real life situations. [T15]

This means that students should improve their speaking via VGs, because they provide meaningful contexts that are similar real-life situations.

2.5 Are you for or against using video game in speaking sessions?

This question seeks to position teachers' opinions regarding the use of video games in the speaking sessions. The analyzed data reveal that Nineteen (19) participants (73%) are in favor of using VGs in the speaking classes. Six (6) participants (23%) are against the idea. Only one participant held a neutral position.

Teachers in favor made the following comments:

I am for using video games because they are very motivating and helping students to learn new things and enhance their speaking abilities. [T02]

I am for integrating videogames in EFL sessions as most of brilliant students I have had in my classes were gamers. [T12]

I am for as long as the logistics allow it (time, space, materials) and depending on the manageability and needs of the students. [T14]

Teachers who are made the following comment:

I am against it. One of the reasons is that our country is still behind. We still suffer from poor technical facilities and an internet network in our schools so it would be a waste of time. furthermore, I really cannot grasp the way I am going to use them in my classroom for I still lack confidence and prior knowledge when it comes to video games. [T07]

The neutral teacher made the following comment:

I do not know until I try it myself with learners. [T09]

2.6 In your opinion, how can video games be introduced to students in an educational setting?

The data collected from the answers to this particular question provide clear insights on teachers' different ideas of introducing VGs in the educational setting. The analysis of the teachers' answers shows that four (4) teachers (15%) declared that introducing the videogames depends on the aim of the videogame itself. 6 participants (23%) claimed that VGs can be integrated in the speaking and vocabulary classes. 5 participants (19%) suggested the idea of devoting some time to gaming at the end of the class. Only one teacher suggested laboratory session as a way of introducing videogames in the educational setting. Two participants (8%) called on introducing the videogames within the course itself. Two participants (8%) thought it is not necessary to introduce videogames in the learning setting because students are already familiar with them. Three participants (12%) suggested dedicating a session per week to learning through videogames. Below are some examples of the participants' answers:

No need to introduce them. Students are the experts in the field of VGs. [T05]

Video games can be introduced in the educational setting by using educational video games or videogames that boost or enhance the speaking or writing abilities of students like strategic games or role play games where students can play in teams or in duos. [T10]

Hidden objects games for instance have been used effectively by many researchers to enhance vocabulary acquisition. Stimulation games have also been used to teach direction and orientation. [T23]

2.7 Do Video Games affect the teacher's lesson plan positively or negatively? How?

This question enables us to have an idea about the teachers' viewpoint on whether videogames affect the lesson plan negatively or positively and how it does so. Three (3) main categories of views can be deduced from the collected data as well as some key challenges possibly impacting the lesson plan. The three categories are:

- ❖ 13 participants (50%) claimed that videogames positively affect the lesson plan.
- ❖ 9 participants (35%) asserted that they negatively affect the lesson plan.
- ❖ 4 participants (15%) did not provide any answer.

In the first category, the answers of six (8) participants (23%) attributed the positive effect of videogames to their role in increasing motivation. Five (5) participants (19%) reported that video games might enhance in achieving the lesson plan objective. The second category claims that VGs would create some pedagogical challenges negatively affecting the lesson plan. Four (4) teachers (15%) affirmed that it is time and effort consuming; two (2) respondents mentioned that demotivating games might negatively affect the lesson plan's outcomes. One teacher commented that it is inadequate to teachers unfamiliar with technology. Two teachers signaled some classroom management problems. Examples of the teachers' comments as yielded in the interview's answers are reproduced below.

Yes, it can affect the teachers' lesson plan especially if the teacher is not familiar with video games and technology in the case of Edutainment, that is why a teacher should already have knowledge and skills required to use videogames inside an educational setting. [T10]

As long as the video games are used for the aim of reinforcing the lesson objectives, it shall not affect the lesson plan to a great extent [T15]

No, because the teachers' lesson plan should be flexible and best suit the teaching/ learning situation. [T18]

2.8 Can video games be a motivational tool to the teacher himself/herself?

This question provides valuable information regarding the impact of VGs on teachers' motivation. Out of the total number of participants, 18 participants (69%) agreed on the idea that VGs can be a motivational tool for teachers. Six (6) teachers (23%) said that VGs cannot motivate teachers. The remaining two participants declared that teachers' motivation through videogames is dependent on the teachers themselves and their teaching approaches. Some of the teachers' comments as yielded in their answers to the question are reproduced below:

Indeed. I personally would love to implemented that in my classes for my own pleasure first. [T11]

It depends on the teachers' preferred teaching technique. [T15]

Unlikely [T16]

2.9 What is the role of the teacher in sessions involving game play in the classroom?

The aim behind this question is to check teachers' awareness of the demanding roles of VGs in the classroom. The data reveal that (10) of the participants (38%) stated that teachers play the roles of monitor and facilitators. 9 of them (35%) stressed the role of the teacher as a guide in similar contexts. 5 of the respondents (19%) viewed the teachers' role in this type of teaching experience as an assessor. Only one participant was not sure about the exact roles. Below are reproduced some extracts from the teachers' answers:

He is a guide and a facilitator in case that a group cannot understand something.

All the work is done by the learners. [T06]

Monitoring and making sure that the uses video game achieves its educational purpose. [T20]

2.10 Does the use of video games complete competency-based approach classes? If yes, please elaborate.

The aim behind this question is to gain in-depth insights on teachers' beliefs and perspectives regarding the use of VGs as a complementary means to the competency-based approach and how it can be explained. The data collection yields three different answers:

- ❖ “Yes, it completes competency-based approach”, given by 20 of the participants (77%).
- ❖ “No, it does not complete the competency-based approach”, given by 3 participants (12%).
- ❖ 3 participants (12%) were not sure of the answers.

The analysis of teachers' elaboration on how VGs could complete the competency-based approach revealed that nine (9) teachers (35%) explained that “video games match with CBA's principles”. Five (5) participants (19%) suggested that “it would be a good testing method for the pre-learned lessons”. Two (2) participants (18%) noted that “it promotes students' learning autonomy”. Two (2) participants (18%) pointed out to VGs as a “sub-conscious learning”. Four (4) participants (15%) said that they have never used it before, and two (2) participants gave no answers. The examples below reproduce the teachers' comments:

I really don't rely on it. I don't think its effective for everyone. [T03]

Yes, it does. The CBA emphasizes the fact that the student is the focus of the learning process which is the case when playing video games because he is the actor. Also, the CBA makes pupils use the acquired language at school in extra-school settings which is found in games. As a matter of fact, pupils may face native speakers and are obliged to use their speaking skills to communicate with them.

[T06]

It would be a good testing method for the pre-learned lessons. [T18]

2.3.2. Synthesis and Interpretation of the Findings

The interview was conducted with the aim of gaining more insights into the teachers' views about the use of VGs as an educational method in the speaking sessions. Notably, it sought to investigate their opinions about using it as a method to develop the speaking skill. The questions of the first section attempted to gather general information about the participants (interviewees). In this respect, data collection yielded the following:

- ❖ The participants were from 14 departments of English in Algeria. 19% were from the department of English in Jijel, 15% were from the department of English in Setif, and 12% were from the department of English in Algiers. The preceding are the highest percentages.
- ❖ 88% of the participants have an overall teaching experience of ten years or less; however, all of them have not yet exceeded ten years in teaching speaking.
- ❖ The majority of participants claimed to be dynamic teachers in the sense that they constantly change the teaching strategies.
- ❖ The major techniques that teachers said they use in university are providing interaction and negotiation of meaning (31%), comparison and illustrations (27%), and group work (23%).
- ❖ The majority of university teachers (70%) hold a negative view regarding the status of teaching of EFL classes in Algeria, mostly because of the lack of teaching means in those contexts, which caused those teachers to be less motivated to do their job.

The second section primarily focused on eliciting information regarding the topic under scrutiny. The answers to the first question revealed that most teachers (58%) were familiar with the concept of edutainment, where they generally defined it as the use of entertaining

IMPROVING SPEAKING THROUGH VIDEO-GAME PLAY

techniques in education. The second question showed that 88% of them consider learning by playing as an effective approach in EFL classes, and more than half of them claimed that it is very motivational to the learners. The next question revealed that 92% of them supported the idea that edutainment is an effective and useful approach to teaching speaking in particular. In their answers to the question that followed, they said that VGs specifically boost the speaking and interactional skills and provide opportunities to practice the target language (69%). Thus, the majority of them (73%) said that they are for the use of VGs in the speaking sessions. In the following question, teachers provided some recommendations on how to implement this entertaining means in an educational setting. Some of them agreed that VGs should be used when teaching speaking and vocabulary (23%), some said that they should be left to the end of the session (19%); and some others said that teachers should make students aware of the objectives behind playing VGs in classroom (15%). Moreover, when the participants were asked whether VGs affect the teacher's lesson plan positively or negatively, half of them responded that they would surely have a positive effect. 23% of them explained that it would make lessons more enjoyable and enhance the chances for achieving the objectives of the lesson. Those who claimed that the integration of VGs negatively affects the lesson plan claimed that it is time and effort consuming, would create a chaotic environment in class and negatively affect the lesson when implementing the wrong video game (i.e., the choice of VGs plays an important role in the success of the lesson plan). Interviewees were also asked whether VGs motivate the teachers themselves, a question to which they mostly answered with "yes" (69%). The next question revealed that teachers would mostly play the role of a monitor, guide and facilitator in sessions involving gameplay (72%). Finally, the majority of the participants (77%) believed that VGs complete the competency-based approach, the approach most adopted in the Algerian educational context in the sense that it matches its principles, within which it could be used as a testing method for the pre-learned lessons (54%).



Conclusion

After presenting the methodology followed to approach this research, the setting, the sample, research instruments, and data collection procedures, the chapter at hand gave the data description, interpretation, analysis, and the discussion of the results. The analysis and interpretation of the answers of the questionnaire unveiled that university students of Algeria are mostly casual gamers when it comes to playing VGs, which indicates that they do not give it much importance. It also revealed that although these students did not intend to learn foreign languages from their gameplay experience, they subconsciously acquired a considerable ground in the target language. Therefore, most of them showed a positive response to the integration of VGs in the speaking courses. It has appeared clear from the teachers' responses that most of them consider EFL teaching in the Algerian context as lacking and outdated, which is due to the lack of pedagogical renovations and the lack of technological advances in those educational settings. Similarly, the analysis and interpretation of the answers of the interview in the third section has revealed that the teachers showed that they in turn had supportive perspectives concerning the integration of VGs in the speaking classes, since they support employing revolutionary techniques as long as they believe it to be effective.

General Conclusion

Thanks to the student questionnaire and teacher interview, this research has evinced that Algerian university teachers and students are not quite familiar with the new strategy of video-game integration in the speaking classes as basically implemented in foreign countries. Students do not take VGs as a serious culture like the western world does. They instead play superficially just to pass time, or simply consider it as a means to make social connections. However, they have claimed that, in a way or another, VGs tend to motivate them to learn English subconsciously.

Despite acknowledging that the integration of video game playing would sound new to the Algerian context, both students and teachers generally hold a positive attitude toward the matter, because students noticed the influence and effectiveness of VGs in their own personal process of FLL and wish their education to be more fun and enjoyable. Teachers, on the other hand, hold a supportive attitude to such integration for they find it an effective way to reduce the learning anxiety as well as the students' distraction from the lessons content, and more importantly, because it raises the classroom participation rate, which in turn raises the language practice rate. Thus, the research's two assumptions are confirmed.

However, a considerable number of students and teachers are worried that the integration of video-game playing in classroom could not be possible, knowing that the Algerian public educational institutions are not adequately equipped with the technological devices and tools to use this strategy and achieve its aims.

Recommendations

In light of the findings of the present study, the following recommendations and suggestions are made:

1. The government should supply Algerian educational institutions with adequate technological means, and look into the issue of crowded classrooms at all educational levels.
2. FL teaching should adopt VGs as a means of teaching especially in the speaking classes to help students improve their confidence in speaking as well as to reduce their distraction and lack of interest in FLL.
3. When considering the integration of the new teaching means, teachers as well as students should be given guidance and rules on how to employ this strategy in classroom.
4. Reconducting this very research with a bigger sample is highly recommended to obtain more detailed results in addition to achieving external validity.
5. An experimental research is needed to investigate the effect of VGs on improving the speaking skill in classroom.
6. Further research is recommended to investigate the influence of VGs on other aspects of language, such as vocabulary acquisition, pronunciation, etc.

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Appendix I

Student Questionnaire

Dear informants,

This questionnaire is part of a research work which investigates "the perspectives of university teachers and learners to the use of online gaming in the classroom in enhancing the speaking skill". You are kindly requested to answer it. Please make sure you answer all the questions. Your answers are very important for the validity of this research. Be sure that any information you provide will be anonymous.

Section 1: Students as Gamers

1. What game system you play most?

- Smartphone
- PlayStation
- Xbox
- Computer/Laptop
- Other

2. How many hours do you spend playing video games each day (e.g. gaming consoles, mobile phones, computers, etc.)?

- 30 minutes
- 1 hour
- 2 hours
- 3 hours or more

3. What genre of video games do you play most? (You can tick more than one box)

- Action
- Adventure
- Strategy
- Sports
- MMO (Massively Multiplayer Online)
- RPG (Role Playing Game)
- Fantasy
- Simulation
- Racing
- Other

4. Why do you play video games?

- I play for the story and narrative of game.
- I play for educational purposes.
- I play because of boredom.
- I play to build social relationships.

5. What type of gamer are you?

- 1. Power gamer (that who learns the rules of a game inside and out to perfection in order to become the best at that game).
- 2. Incidental gamer (plays rarely just to pass time mainly out of boredom).
- 3. Dormant gamer (plays occasionally due to occupations and duties).
- 4. Cyber-athlete (professional player that earns money from games).

6. What type of learner are you? (learning strategies)

- Visual (Spatial)
- Aural (Auditory-Musical)
- Physical (Kinesthetic)
- Logical (Mathematical)
- Social (Interpersonal)
- Solitary (Intrapersonal)

7. What video game feature is most appealing to you?

- Social features (Being able to play with friends or strangers)
- Challenge and complexity
- Graphics and aesthetics
- Reward and Punishment features
- Other

Section 2: Gameplay and language learning

1. Do you rate your English-speaking level as:

- Poor
- Average
- good
- Fluent

2. How often do you use English while playing games?

- Always
- Often
- Sometimes

Rarely

3. How many expressions have you learned from playing? Give an example.

No expressions

5 Expressions

10 Expressions

More than 10

4. Video games help in Language Learning. Do you:

Strongly Agree

Agree

Neutral

Disagree

Strongly disagree

5. Does playing video games help in overcoming fear of speaking in public (shyness)?

How?

6. Does playing video games help in motivating you to learn English? How?

7. Do you believe that playing video games improve your English-speaking skills?

Section 3: Gameplay in the classroom

1. which university do you study in? (specify the region)

2. What is your current education level?

- First year
- Second year
- Third year
- Master one
- Master two

3. What do you think of using video game play in classroom?

4. In what way do video games help in speaking classes?

5. Video games improve interaction between students. Do you:

Strongly agree

Agree

Neutral

Disagree

Strongly disagree?

Appendix II

Teacher Interview

Dear teacher,

This interview is part of a research work. You are kindly requested to provide answers. Your answers are very important for the validity of the research. The information you provide will be kept confidential.

Section 1:

How long have you been teaching English?

- 1-5 years
- 5-10 years
- Over 10 years

How many years have you taught speaking class at university?

- 1-5 years
- 5-10 years
- Over 10 years

Where do you teach? Please specify the region of the university

What type of teacher are you?

- A teacher who accepts changes in his/her teaching strategies
- A teacher who sticks to one way of teaching all his/her career.
- Others:

How is teaching EFL classes in Algeria like?

What is your favorite teaching technique?

Section 2: Discussing the Subject Matter

Are you familiar with the term "Edutainment"? If yes, please define it in one sentence.

Is learning by playing an effective approach in EFL classes? If yes, please justify.

What is your opinion regarding the use of edutainment platform games in teaching speaking?

In what way can video games benefit students' ability to speak?

Are you for or against using video game in speaking sessions (classes)?

In your opinion, how can video games be introduced to students in an educational setting?

Do VGs affect the teacher's lesson plan positively or negatively? How?

Can video games be a motivational tool to the teacher himself/herself?

What is the role of the teacher in sessions involving game play in the classroom?

Does the use of video games complete competency-based approach classes? If yes, please elaborate.

Résumé

Ce mémoire vise à enquêter sur la pensée des professeurs et étudiants d'anglais et des universités en Algérie quant à l'emploi des jeux vidéo comme outil pédagogique dans l'enseignement de l'expression orale. Pour mener cette recherche, deux hypothèses ont été formulées: 1. Les professeurs d'anglais des universités Algériennes ont une pensée positive à l'intégration des jeux vidéo dans les cours de l'expression orale comme un moyen pour améliorer les compétences orales. 2. Les étudiants de la langue anglaise en Algérie ont une pensée positive à l'intégration des jeux vidéo dans les cours de l'expression orale comme un moyen pour améliorer les compétences orales. Afin de tester les deux hypothèses, les chercheurs ont utilisé les outils de recherche suivants: un questionnaire distribué en ligne à 210 étudiants de différents départements d'anglais dans les universités Algériennes, et un entretien, également distribué en ligne, à 26 professeurs d'anglais dans les universités Algériennes. Les résultats de cette étude ont montré que malgré le fait que les étudiants les enseignants universitaires en Algérie ne sont pas parfaitement familiers avec les jeux vidéo, Ils ne s'opposent pas en réalité à leur utilisation comme méthode pédagogique dans l'enseignement des cours de l'anglais en général et de l'expression orale en particulier. Ainsi, les deux hypothèses de la recherche sont confirmées, et certaines recommandations pédagogiques sont suggérées tout en se basant sur les résultats obtenus.

ملخص

تهدف هذه المذكرة إلى استقصاء موقف أساتذة اللغة الانجليزية بالجامعات الجزائرية و طلابها من تبني ألعاب الفيديو كأداة تعليمية في تعليم تدريس التعبير الشفوي في سياق تعلم اللغة الإنجليزية كلغة أجنبية. لإجراء البحث ، تمت صياغة فرضيتين: 1. لدى مدرسي اللغة الانجليزية في الجامعات الجزائرية موقف إيجابي من استعمال ألعاب الفيديو في حصص التعبير الشفوي كوسيلة لتحسين مهارة التحدث. 2. لدى طلاب اللغة الإنجليزية في الجزائر موقف إيجابي من استعمال ألعاب الفيديو في حصص التعبير الشفوي كوسيلة لتحسين مهارة التحدث. ومن أجل اختبار الفرضيتين، قام الباحثان باستخدام أداتا بحث ممتثلتان في استبيان موزع عبر الإنترنت على 210 طالبًا من مختلف أقسام اللغة الإنجليزية في الجامعات الجزائرية، ومقابلة أجريت عبر الإنترنت أيضا مع 26 مدرس للغة الإنجليزية في الجامعات الجزائرية. أظهرت نتائج هذه الدراسة أنه على الرغم من أن الطلاب والمدرسين الجزائريين ليسوا متعودين على استخدام ألعاب الفيديو كوسيلة بيداغوجية، إلا أنهم لا يعترضون على استخدامها في حصص تعلم اللغة الإنجليزية كلغة أجنبية بشكل عام وفي حصص التعبير الشفوي بشكل خاص. و بناءً على هذه النتائج ، تم إثبات فرضيتي البحث واقتراح بعض التوصيات بناء على نتائج الدراسة.