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**Students' Perceptions towards The use of Digital Video Games to develop
the Speaking Skill outside Classroom**

The Case of EFL Learners at the University of Mohammed Seddik Ben Yahia
Jijel

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Master Degree in Didactics

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Dedications

This dissertation is dedicated to my dear mother and father, source of my happiness, who have been my biggest supporters for months and given me full trust and attention to accomplish this work, and to my brothers Walid, Aissam and Mohammed El Amine for their big support.

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Abstract

This study aims at investigating EFL learners' perceptions towards the use of digital video games to develop the speaking skill outside class. It was conducted with EFL learners at the University of Mohammed Seddik Ben Yahia- Jijel. In this research, it is hypothesised that if EFL learners do hold positive attitudes towards the use of video games, they will adopt them as a means to enhance their speaking skill. To achieve the aim of the study, data was collected through one research tool, which is the questionnaire. The latter was addressed to EFL learners at the department of English Language and literature at Mohamed Seddik Ben Yahia University-Jijel; all levels were concerned to answer it. The participants were randomly selected since the questionnaire was electronically posted not handed to students. The questionnaire was responded by 106 students. After analysing the answers, the results indicated that students do hold positive attitudes towards the use of digital video games to develop the speaking skill outside class. Based on the obtained results, some pedagogical recommendations are suggested to support the use of digital video games to develop the speaking skill.

List of Abbreviations and Symbols

CALL: Computer Assisted Language Learning

CC: Communicative Competence

CLT: Communicative Language Teaching

CS: Counter Strike

CSGO: Counter Strike Global Offensive

DGBLL: Digital Games Based Language Learning

DVGs: Digital Video Games

EFL: English as Foreign Language

FPS: First Person Shooter

GBL: Game Based Learning

GTA: Grand Theft Auto

L2: Second Language or Foreign Language

LOL: League of Legends

PUBG: Player Unknown's Battleground

WELL: Web Enhanced Language Learning

WWW: World Wide Web

%: Percentage

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General Introduction

1. Background of the Study

Among the four skills that students should acquire when learning a foreign language is speaking. Speaking is among the productive skills learners want to develop in foreign language learning to communicate effectively. Speaking is a difficult skill to attain; learners should have chances to practice language. About this point, Brown and Yule (1983, P. 25) claimed that “Learning to talk in foreign language is often considered to be one of the most difficult aspects of language learning...”.

Language use is not limited to classroom settings. It should be used in daily life with different social contexts. Nowadays, most learners learn English in a fast pace due to technological advancement. Besides that, English has become the first language in the world. By the appearance of internet could have several situations to communicate either with people or with the computer itself. At the same point, many people became familiar with technological tools such as smart phones, I pads, internet and computers. These technological tools can be used as a tool of entertainment playing video games both online and offline. Thus, digital video games affect the way people socialise, communicate, play and learn (Granic, Lobel, &Engels 2014). In addition, Alamr (2019) indicated that online gaming provided opportunities for improving communication in English by enriching speaking. The same as Ioannu and Zaphiris (2017) who highlighted on the importance of digital games to promote communication.

2. Statement of the Problem

Speaking spontaneously and effectively is among the main objectives EFL learners want to achieve. However, achieving this aim is very challenging and this may be due to the fact that learning English in Algeria occurs only in classroom environment, because

most Algerians speak Arabic and French. To overcome the obstacles they face in communicating, learners have to find new ways to communicate with people who use English through using computers or mobile phones. For instance, playing digital video games is one of the techniques that may help learners communicate.

3. Aim of the Study

This research aims to investigate EFL learners' perceptions towards the use of video games as a technique to develop the speaking skill outside class.

4. Research Questions

To achieve the aim of the study, The following questions should be answered:

1. Do EFL learners use digital video games to practise language?
2. Can speaking be improved through digital video games?
3. What are learners' perceptions towards the use of digital games to develop the speaking skill outside class?

5. Hypothesis

On the light of the aforementioned research questions, it is hypothesized that If EFL learners do hold positive attitudes towards the use of these video games, they can adopt them to enhance their speaking skill.

6. Data Collection

Since the objective of this research is to find out students' perceptions towards the use of digital video games to develop the speaking skill, this is conducted through the descriptive method as the most suitable one. A questionnaire was designed and addressed to all EFL learners at the University of Mohammed Seddik Ben Yahia – Jijel, it was answered by 106 students.

7. Structure of the Study

The current research is divided into two main chapters. The first chapter is theoretical, it includes two sections that are related to the literature review. The second chapter is practical; it contains the research design and the analysis of answers obtained from students' questionnaire.

The first section of chapter one is about 'Speaking skill in EFL learning', which includes definitions of speaking, activities for oral practice and learners' strategies to communicate. Meanwhile the second section is about 'Digital video games as a means of communication' and it includes various definitions of CALL, history of CALL, video games in general and digital video games by adding their relationship with the speaking skill.

The second chapter is divided into three sections. The first section includes data collection method and procedures with a detailed description of the research tool used. The second section covers the interpretation and analysis of the results with reference to theory, this section allows to test the degree to which the results validate the theoretical background of the research work. The third section contains implications and suggestions based on the findings obtained from the analysis.

Chapter One

Section One: The Speaking Skill in Foreign Language Learning

Introduction

- 1.1.1 Definition of Speaking
- 1.1.2 Functions of Speaking
- 1.1.3 Components of Speaking
- 1.1.4 The Communicative Competence in Oral Practices
- 1.1.5 Speaking and Other Skills
- 1.1.6 Communicative Activities
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- 1.1.7 Students' speaking Difficulties
- 1.1.8 Advantages of the Speaking skills
- 1.1.9 The Importance of Teaching the Speaking Skill

Introduction

Speaking plays a dominant role in communication; learners try to develop this skill in order to gain several advantages that enable them reflect thoughts, opinions and feelings. This skill requires efforts to be acquired by learners both inside and outside the classroom settings. In the present EFL teaching and learning environment, most of subjects being taught are based on writing rather than speaking, however, employability depends more on communication. In the present section, many ideas linked to speaking are being tackled such as the definition, functions, components, and the communicative learning activities.

1.1.1. Definition of Speaking

In General, speaking is regarded as the vocal transmission of a message that expresses thoughts and feelings in an oral style. Widdowson (1978, p.58) claimed, "Speaking is active or productive and makes use of oral medium". Therefore, speaking deserves that attention in teaching and learning. It is as well linked with other skills such as listening; an effective listening for instance brings an effective reproduction of what had been listened to.

Nunan (2003) stated that "Speaking is a productive oral skill, it consists of producing systematic verbal utterances to convey meaning and it is the way in which we express or exchange thoughts and feelings through using language"(as cited in BipinBihari Dash,2013, p.67). Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Hence, learners should be trained how to use language to communicate in various situations with a specification of the fact that a spoken language is widely different from the written one. Within the same vein, Harmer (2001, p.283) highlighted on the fact that speaking

as a skill “describes activities where students are practising real speaking events ...” Thus, speaking should be in real situation so that there will be an effective learning.

1.1.2 Functions of Speaking

The functions proposed by Brown and Yule (1983) included the interactional function and the transactional function. The interactional function primarily refers to the use of language for social interactions; small talk and conversation are examples of interactional talk. In these examples, there is an exchange between the speaker and the listener such as greetings; moving to further exchanges consisted of small talks about school, weather, and holidays. Fixed expressions or an expected answers such as “see you later/nice to meet you/good bye” are often included to create positive atmosphere and build connection with others, which means that many of the answers at this level are conventional.

The transactional function represents the use of language to transmit information. It focuses on getting something done, rather than maintaining social interaction. The speaker at this level is giving information and confirming that it is understood by listener; such as the relationship between teacher and learners. According to Professor Jack C. Richards (1994), a transaction may consist of a sequence of different functions. Two different kinds of transactions are often distinguished. One type refers to transactions that occur in situations where the focus is on giving and receiving information, and where the participants focus primarily on what is said or achieved (e.g. asking someone for directions or bargaining at a garage sale). The second type refers to transactions that involve obtaining goods or services, such as checking into a hotel or ordering food in a restaurant.

Besides these two functions, Bruder and Tillit (1985) added another function that distinguishes the formality and informality of speech depending on the person being interacted with such as a teacher or a friend.

1.1.3. Components of Speaking

According to Vanderkevent (1990), there are three main components of the speaking skill: the speaker, the listener, and the utterances. The speaker is the producer of the sound; he transmits the idea orally to the listener. The listener or the receiver is the one who receives the speaker's thought or idea and asks for more information and clarification if he does not understand. The utterances are a set of words being combined to formulate a clear message to be said.

The component is an aspect that influences how well people speak English, and to speak English fluently and accurately some components have to be mastered, or at a minimal degree, they have to be known. According to Syakur (2007 p. 4), there are at least five components of the speaking skill which are comprehension, grammar, vocabulary, pronunciation, and fluency(as cited in Biria, 2013).

- Comprehension: it is an ability to perceive and process stretches of discourse to formulate representations of the meaning of sentences. It refers to speech initiation and response to certain subject which lead to an oral communication. In other words, it means that if a person can answer or express his/her ideas well and correctly, it shows that she or he comprehends well the nature of discussion and the message being sent by the speaker or sender (Cohen et al., 2005 p. 51).

- Grammar; Greenbaum and Nelson (2002 p. 1) argued that Grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001 p. 12)

Grammar is needed for students to arrange correct sentences in conversations. It is helpful to use correct language in both speaking and writing. In this context, Heaton (1978 p. 5)

explained that through practise, student's ability will be developed to manipulate structure and to distinguish appropriate grammatical structures from inappropriate ones.

- Vocabulary; refers to the applicable diction that is employed in communication.

It refers to the choice of words in communication, speaking requires a sufficient vocabulary so that communication will not be limited and the speaker will find several ways to convey his message if listener cannot understand well. Furthermore, knowing many words would make expressing ideas, feeling and thoughts easier both in oral or written forms. In spoken language, the vocabulary tends to be familiar (Turk, 2003 p.87).

- Pronunciation; It is the way students produce the utterance words when they are speaking (Kline, 2001 p.69). It is difficult for an interlocutor from another language community to know and understand the delivered message if the speaker constantly mispronounces a variety of phonemes. Pronunciation is regarded as the way how sounds of words are produced while speaking. It is very important in the communication process in order to make the listener understand what is being said clearly.

- Fluency: when we talk about speaking in EFL classroom, the dichotomy of accuracy and fluency is certain to come up. Fluency is the ability to produce language in a coherent way; it is the flow which the speaker expresses his/her ideas meaningfully particularly when speaking. It is the ability of a person to deliver information expressively and rapidly. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately the learners' errors because too much correction interferes with the flow of conversation

(Pollard, 2008 p. 16).

Accuracy is the ability to produce grammatically correct sentences. It refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language (Bryne, 1988). Focusing on accuracy aims is to help students achieve accurate perceptions and production of a target item which can be a sound, a word or a sentence structure.

1.1.4. The Communicative Competence in Oral Practices

The Communicative Competence (CC) can be defined as the ability to communicate, or to use language in an appropriate-culturally manner to make meaning accomplishing social tasks or interactions with efficacy and fluency through extended interactions. Canale and Swain (1980), Richards and Schmidt (2002) and Nunan (2015) argued that (CC) includes four main elements of knowledge and skill: The grammatical competence, the sociolinguistic competence, discourse competence and the strategic competence.

The grammatical competence is the ability to convey meaning in well-formed phrases and sentences. In other words, this competence is concerned with how to master language by referring to its features including grammar, vocabulary and pronunciation. As a result, grammar competence focuses on how to produce appropriate language forms and meanings.

The sociolinguistic competence is the skill of using language in different social contexts and using various language forms such as register, formality and dialects. In other words, knowing how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating.

Discourse competence deals with the ability of how to match language chunks together to build form and meaning that will result in a meaningful message that can be easily understood by hearers.

The strategic competence is concerned with learners' ability to cover some gaps using some strategies including verbal and nonverbal ones to avoid communicative breakdowns such as using fillers to have time to think, and how to learn more about the language, in order to improve the effectiveness of communication (paraphrasing, the use of synonyms). In a nutshell, the communicative competence is a set of skills to be achieved to build an effective communication with different people.

1.1.5. Speaking and Other Skills

Both teaching and learning a foreign language do not restrict to only one aspect. Thus, language should be taken with all its forms; spoken, listened, written and read. Language skills are divided into two types: Productive/active skills and Receptive/passive skills. The former refers to skills of speaking and writing; they allow learners to produce language in a written or spoken form. The latter refers to listening and reading, these passive skills help learners to receive and acquire input for a later reproduction. The four skills are not independent, there is a relationship between them; each skill completes or leads to the other.

Speaking and listening correlate with each other mainly in the process of interaction. An effective listening may result in an effective reproduction of what has been listened to; in other words, learners can receive the correct pronunciation of utterances while listening to a video or playing video games. Brown (2001) highlighted that "... listening and speaking are closely intertwined, more often than not curricula that treat oral communication skills will be labelled as 'Listening/speaking' courses" (P.267). Learning how to speak requires lots of experimentation: trying, making mistakes, correcting mistakes,

succeeding, repeating and practicing. None of humans are expected to produce a new word or a phrase perfectly the first time, and no one is expected to remember a new language without practicing it.

Besides, both speaking and writing are considered as active productive skills. However, there is a difference between a spoken and written language, Brown (2001) made four main differences between these two skills:

A. *Permanence*; the oral form has limited duration and it disappears when the speaker finishes his speech, meanwhile the written form has that long duration, one reader can return to what has been written before.

B. *Orthography*; on the one hand, in speaking there are some phonetic aspects that govern the oral performance such as stress, volume, pauses, phonemes and nonverbal language. The written language, on the other hand, has distinct rules to be followed such as punctuation and capitalisation.

C. *Complexity*; both speaking and writing have degrees of complexity, in the speaking mode language contains short connected sentences with coordination, while in the writing mode language is linked by subordinating sentences.

D. *Vocabulary*; the vocabulary in the speaking form is required to be clear and simple to be understood. However, the beauty of the written form occurs when language has a variety of lexical items.

1.1.6. Communicative Activities

Communicative activities refer to the set of activities that offer learners opportunities to talk and make discussions with their classmates or other people outside classroom. These activities are beneficial to learn, to discover new aspects such as culture,

and to break down communicative barriers. They can be divided into two types: classroom communicative activities and activities outside the classroom settings.

1.1.6.1. Classroom Communicative Activities

The objective of the classroom communicative activities is to make students more active by discussing and arguing with their classmates in various activities such as role playing, games, problem-solving, songs, and discussion (Fauziati, 2002). Most oral classes use common communicative activities to develop learner's oral production. These activities are:

a. **Discussions:** Classroom discussion is an interaction between the teacher and learners in which they exchange ideas about different topics. The use of this oral task is beneficial for learners not only for practicing, but also to retain the lecture better, because mixing lectures with discussions increases learners' interests and maintains their focus. Byrne (1986) stated that "discussion is meant by any exchange of ideas and opinions either a basis, with you (teacher) the mediator and to some extent as the participator or within the context of group with the student talking among them" (p. 67). Within the same vein, classroom discussion helps learners to participate and make connections between each other and with the teacher. This atmosphere of question answers provides the teacher with feedback that enables him to recognise whether learners acquired the content or not. If not, the teacher promotes further classroom discussions to help learners to speak freely in front of their peers. As a result, this oral method helps learners to develop learners' oral skills and prepares them for real life talks.

b. **Prepared Talks:** Prepared talks are set of topics being prepared by learners and presented in front of their classmates. This type of tasks enables students to practice all language areas including grammar, vocabulary, discourse and other skills like listening and speaking. They

are considered as a way to share new knowledge as well as a chance to build self confidence that is needed in real life situations and field work (Harmer, 1989)

c. **Role Plays:** Role plays are considered as one of the communicative techniques used for foreign language teaching and learning. They provide learners with various opportunities to perform using L2, Larsen-Freeman (n.d) pointed out that “role plays are very important in the communicative approach because they give students an opportunity to practise communicating in different social roles” (as cited in Huang, 2008 p.01).

Richards and Lockhart (1996) defined practice activities as tasks used to perform or learn a particular item or involve the use of a given model. For example, role play may be used to practice communication in different social contexts. Baker and Westrup (2003 p. 5) also put forward the following reasons to practice speaking during a lesson :

-Speaking activities can reinforce the learning of new vocabulary, grammar or functional language.

- ✓ Speaking activities give students the chance to use the new language they are learning.
- ✓ Speaking activities give more advanced students the chance to experiment with the language they already know in different situations and different topics.

1.1.6.2. Communicative Activities outside Classroom Setting

a. **Social media talks;** Social media provide various opportunities for people to interact with each other, learners get benefits from them by talking to native speakers or others through video chats or vocal messages via facebook, instagram, whatsapp...etc.

Social media can help broaden student's awareness and knowledge of English; besides building their self-confidence and boosting their motivation to be more fluent.

b. Movies and songs: Watching a movie or listening to a song may help learners to get clear pronunciation of words through repeating what had been said, this results in improving pronunciation and processing language easily. Movies are authentic tools that teach learners how the language is used in daily life.

If learners listen actively to music, check lyrics, then singing along with, language range will be boosted, and pronunciation will be improved as well. Similarly, watching a movie in English is a listening practice, some of the time using subtitles might be helpful to pay attention to language structure.

c. Online and Offline Digital Videogames;

Digital video games provide various opportunities to develop oral proficiency. Offline videogames, for instance, help learners get clear pronunciation of utterances through the repetition of what the characters say in the game. Meanwhile online videogames provide servers to join; these servers contain real people to talk with from all over the world. This enhances the speaking abilities and may develop an intercultural interaction (Shliakhovchuk, 2019).

1.1.7. Students' Speaking Difficulties

EFL learners often encounter some difficulties while dealing with the speaking skill; even those who have a clear idea about the language system face the same problems. However, speaking problems such as environment, lack of motivation, and reference of time, can be major challenges to effective foreign language learning and communication.

The environment is the first cause that makes speaking difficult for students and does not support them to speak frequently. Speaking a foreign language outside the classroom atmosphere makes people think that students just want to show-off. The response and attitude that a learner of English gets makes him/her lose their self-confidence. In order to avoid being

rejected by the people around them and the society in general, students use their native language to interact in daily life communication. Therefore, students will be unable to progress and speak English fluently (Hetrakul, 1995).

The lack of motivation is also one of the reasons that discourage and prevent students from speaking English. Most of EFL students do not see a real need to speak English but it is looked at only an academic subject because of the lack of involvement of English in real-life situations. Motivation can be driven by parents, classmates, teachers, and even by students themselves. The development of communicative skills can only take place if learners increase their self-confidence and a defined goal to achieve. Nunan (1999) stressed that motivation is important to notice because it can affect students' reluctance to speak in English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. Zua (2008) further added that motivation is an inner energy. She said that no matter what kinds of motivation the learners possess, it will enhance their study interest.

1.1.8. Advantages of the Speaking Skills

Speaking is an act of making vocal sounds in order to express thoughts, feelings, and exchange information in spoken language. The speaking skill is the skill that gives one the ability to communicate effectively, and allows the speaker to convey his message in a clear manner. According to Chaney (1998, p.3), "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching."

The main goal of the communicative competence is to make the students to speak up, "Speaking is not merely speaking but it is more than talking, therefore, language learners

should be able to use their thought and sensitivity”, (Oxford Advanced Learner’s Dictionary, 2003, pp. 414-443).

Speaking is one of the important skills that should be mastered by students due to the importance it has and the advantages that come up with. The advantages include participating actively in debates and group discussions, boosting up the speakers’ self-confidence, keeping over cognition and reasoning very sharp, and increasing the ability of problem-solving and critical thinking. Besides, outside the class learners can highly motivate and attract the customers in buying the products, give a maiden and an impressive speech on different occasions, interact with people all over the globe, get better employment opportunities, perform well in job interviews and increase self-confidence, earn high respect in the society, and know the different cultures of the world. Furthermore, developing the speaking skill leads to improving the overall developments of the speaker’s personality, acquiring more knowledge, and of course, to communicate effectively with others (Parupalli, 2018).

To conclude, unlike a written text where we can re-read information, there is no opportunity for listeners to recapture the words once they have been said. For that, to maintain the listeners’ attention, speech needs to be well planned and pronounced.

1.1.9. The Importance of Teaching the Speaking Skill

Speaking, as Hossain(2015) defined it, is an expressive language skill in which the speaker uses verbal symbols to communicate. The traditional approaches of language learning and teaching, like the grammar Translation Method, failed to properly care for the speaking skill in the majority of classrooms; the emphasis was mainly on reading and writing. However, some other methods and approaches such as audiolingualism, communicative language teaching and the direct method, focused on the oral skills rather than the written

ones. The emphases on learning, understanding and expressing meaning, which the term fluency represents, come from the philosophy of communicative language teaching (CLT). Revel (1991, p.5) summarized the importance of CLT in making a bridge between the linguistic competence and the communicative competence. In other words, he claimed that "theories of communicative competence imply that teachers must do more than just supply learners with a number of language structure to manipulate".

One of the main aspects of the speaking skill, is learners' erroneous utterances and the way these errors should be treated, in addition to taking into consideration the level of anxiety of each individual during the process of learning to speak a new language. While some scholars (e.g. Gass&Selinker, 2008) believed that errors should be inhibited and eliminated. Corder (1967) mentioned the crucial role of errors in language learning contexts. According to Corder (1967), attitudes and errors can help teachers to be aware of students' language learning process and let them to know how much learners have already learnt. Moreover, it helps students to discover the rules and structures of the target language.

In daily life situations, people always need to speak and interact with each other, such as having a conversation with a colleague face to face, communicating on the phone, ordering food, chatting with friends, asking and answering questions, and so on. People spend a great deal of their time interacting with more people indifferent situations, discussing different topics, and these situations require different registers regarding the formality and the nature of the situation. Harmer (2007, p.29) also explained that, when speaking, we construct words and phrases with individual sounds, and we use pitch change, intonation, and stress to convey different meanings. Speaking is an "activity requiring the integration of many subsystems...all these factors combine to make speaking a second or a foreign language a formidable task for language learners...yet for many people, speaking is seen as the central skill" (Bailey and Savage 1994, pp. 6-7).

This skill is the most complicated due to the fact that speakers have to interpret not only the message that other speakers try to express, but also take into account other possibilities explained in the following quote. Speakers have a great range of expressive possibilities at their command. Apart from the actual words they use they can vary their intonation and stress [...]. By varying the pitch and intonation [...], at any point in a speech event speakers can rephrase what they are saying; they can speed up or slow down.

(Harmer, 2007, p.53).

Speakers have lots of expressive possibilities to use in addition to the body language, gestures, and facial expressions. Besides words, they use stress, intonation, and switching the pitch of their voice, either by raising up or lowering down the voice volume, it helps the speaker to show which part of the speech is more important as it can indicate interest. The speaker has the ability to rephrase and reformulate what he was saying as a result to the feedback being shown by the listener either by interruption, gestures, or misunderstandings. The latter can be avoided in face to face interaction between the speaker and the listener through the use of gestures, body language, and facial expressions to successfully convey the message.

Section Two: Digital Video Games as a Learning Technique

Introduction

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Conclusion

Introduction

The current generation was born surrounded with a variety of technological devices. As a result the communication system became through these devices including computers, mobile phones, tablets... These tools help accessing to different platforms of communication such as social media, exchanging programs, web sites and conferences. Digital Video Games are considered as one of the communicative areas that help learners to speak freely.

In this section, the different types of information and communication technologies are discussed focusing on digital games as a learning technique, and their relation with developing the EFL learners' speaking skill.

1.2.1. Technology and Language Learning

Technology made human life easier; it has tackled many fields such as finance, medicine, and social communication. Education for instance is one of the fields that got larger benefits from technology; on the one hand, learners became more active looking up their lessons and try to support what they have learnt in the classroom (De Pedro, 2019). On the other hand, teachers do not rely only on textbooks, they can create exciting ways to teach such bringing some videos or songs for learners.

Accordingly, language teaching and learning is no more traditional, including the fact that it is not restricted to what is learnt inside the classroom settings only. Computers and other devices became tools to help both teachers and learners; therefore, many fields of study had been developed to claim how these technological devices are helpful in foreign language learning.

1.2.1.1. Computer Assisted Language Learning

Computer Assisted Language Learning (CALL) represents the use of computers' hardware and software as tools to help in language learning. Beatty (2010, p.07) defined it as "any process in which a learner uses a computer, and as a result, improves his or her language". Computers became highly demanded since they are not only used to calculate but also to aid human activities. In the case of language learning, computers made significant contributions and lead to better learning (Hagen, 1993 p. 21).

Furthermore, there has been a need to find significant methods in language teaching, as a result, computers became tools to help teachers and learners to collaborate with curricula and learning goals. CALL can be implemented inside classroom as a tool to help teachers and outside classroom as a guide for learners so that they develop autonomous learning, which means they can learn independently from teachers and develop their personal learning skills (Park & Son, 2009).

In the early 1960's, which is known as the behaviouristic era, the university of Illionis collaborated with a business partner and ended up with the program logic for automatic teaching operations (PLATO) which is an application for teaching and learning language at the computer use. This software provided drills to answer as a practice, if the answers are correct the reward is moving to the next level, however, learners are required to repeat the level if the answers are wrong. The exercises were based on textbook contents, which made it a linear process, which means that it did not provide new content or new activities related to the use of computer features, this resulted in the fact that learners were passive in this process (Beatty, 2003).

The multimedia CALL environment appeared in the communicative era at the beginning of the 1980's, in which there was a shift in computer use from a tool for individual

learning to a tool to facilitate interaction unlike the previous era. This period came up with real life interaction through videos such as the Computer-assisted Multimedia Interactive Language Learning Environment (CAMILLE) where learners can exchange different resources such as dictionaries, recordings of native speakers and different cultural books of the target culture. Linguistically, this era was beneficial due to the fact that it could help learners to pronounce and write well, however, it lacked some intercultural aspects (LeBaron-Earle, 2013).

By the emergence of internet 2.0 and the vast use of computer and technology, there was a use of these devices in authentic situations and social learning, this was known as Computer Mediated Communication (CMC) where communication took place between teachers and learners with guidance of technology. The internet 2.0 has opened various situations and services for language learning (Zourou, 2012) including social media assisted language learning (SMALL) , telecollaborative projects that used online communication tools to create groups from different places to exchange and share knowledge and online gaming which is one of the modern ways of communication.

Warschaur (1996) mentioned that CALL has developed gradually over the past thirty years, this development resulted in positive impact on language learning; it developed learners' competencies and increased their motivation to participate in various online discussions and work in collaboration with others.

1.2.1.2. Mobile Assisted Language Learning

Minagh and Nezarat (2012) defined Mobile Assisted Language Learning (MALL) as the use of handheld mobile devices to have an impact on language learning. This process helps learners to access language learning contents and to create communication at anytime and anywhere.

Due to the technological advancement, MALL is available in numerous devices such as smart phones, tablets, i pads, MP3 players, handheld computers and more, as a result, MALL became helpful for learners to support their language learning and to keep enriching their skills due to the variety of knowledge available (Alsaïdi, 2013). The affordability of these technological devices made learners able to access and create collaborative learning atmospheres. Henceforth, MALL can be defined as an approach to language learning that enhance “anytime and anywhere” learning through the use of “mobile devices”(Kukulska-Hulme & Traxler, 2007). MALL guides this interaction and technological devices occur as tools for learners to aid their learning process.

1.2.1.3. Web Enhanced Language Learning

Web Enhanced Language Learning (W.E.L.L) focuses on how to make the best use of the new development in web technology in traditional classroom-based study, while avoiding heavy dependence on the technology and expertise. W.E.L.L provides students with the access to electronic resources and learning activities to the purpose of studying in the classroom, the thing that would not be available in normal learning environment.

“Educators' attempts to wrap together Web technology features (e.g., information manipulation, communication, and creation tools) to serve their educational and pedagogical beliefs. And learning goals have resulted in the creation of the growing population of educational Web sites, or Web-based learning environments (WBLE)”(Mioduser et.al 2000 p.24)Students are introduced to some basic skills related to W.E.L.L such as software installation and setup, creating multimedia presentations, network configuration, and web processing, to the aim of acquiring and editing EFL related materials.

1.2.1.4. Edutainment

Edutainment is a combination of two words; education and entertainment. It refers to a type of entertaining contents designed with the aim of education such as multimedia types including songs, films, videos and others like video games and TV programs (Colace et.al, 2006).

This approach was meant to illustrate for learners and train them how to use language in real life situations, how to analyse by their own and how to combine knowledge to produce it in an appropriate manner. Zorica (2014) stated that there are two directions of edutainment; the first direction aims to the educational usage of the elements of entertainment, such as the use of videos, songs, games and movies as authentic materials to support educational contents. The second direction aims to an integration of educational elements in entertainment, for instance training learners how to speak fluently through the use of digital video games.

As a result, teaching foreign languages through entertaining and some methods that prescribe computer and video games as strong learning tools rather than as just entertainment agents became one of the modern ways to be used by teachers. On the one hand, visuals support a song's meaning in a metaphorical or symbolic way and can provide extra material for thoughts and discussion in a language lesson (Cullen, 1998). On the other hand, audio-visuals can provide the relevant schema background that makes language in that context relevant and comprehensible content and language are mutually reinforcing (Liang, 2013).

1.2.2. Digital Video Games

The term digital video games refers to the set of games being played using electronic devices including computers, mobile phones and gaming consoles like Xbox and

Playstations, Winter (2005) considered it as a part of computer software, embedded that is meant to entertain its users by presenting some challenge to overcome or some problems to solve. The primary function of these games is the entertainment of people who play them. Within this vein, the word "game" was defined by Huizinga (1950) as a free activity that is meant for fun and contests between some social groups respecting some rules like time and place. Caillos (1961) carried on defining the gaming world as "an activity with essentials including freedom. In which everyone has the right to play or not, governed by rules a player has to follow to understand and process the game, and finally make belief; games generally are accompanied by a special awareness of a second world or reality" (p. 9-10).

Since many technologies such as video games have the potential to improve education and learning and can motivate learners (Johnson, Graham & Hsueh, 2006); video games became part of teaching and learning; they are used as authentic materials or as source of learning (Leonard, 2008). Therefore, many fields have been developed including game enhanced learning (GEL) which refers to the application of commercial or off-shelf video games that are not intentionally designed for educational purposes (Reinhardt & Sykes, 2014). There are other types of games meant for learning known as educational games designed based on pedagogy with the intended purpose of promoting education (Zyda, 2005). These games are designed to make use of games elements in order to not only entertain but achieve an extra goal such as education or health, having pedagogy as a key element (Sawyer and Rejeski, 2002; Zyda, 2005). These previous fields are generalised to what is considered as game based learning (GBL). It is defined as "any initiative that combines or mixes video games and education" (Tsai & Fan, 2013, p. 115) with a game being "a system in which players engage in an artificial conflict, defined by rules, which results in a quantifiable outcome" (Salen & Zimmerman, 2004, p. 93). Furthermore, Game-based learning is an

innovative pedagogy that integrates gaming elements into teaching and learning and is sometimes referred to as gamification (Trybus, 2015).

1.2.3. Types of Digital Video Games

Classifying digital video games does not rely on a specific approach or criteria to follow, as So and Seo (2018 p. 402) recently indicated that “the classification of the game genre is perhaps the most difficult category to code because of the overlapping nature of these games”. Digital video games were classified based on various aspects including the games platform such as phone, computers or consoles , whether the games is individual or it is a multiplayer game and the analysis of the game content. Vince (2018) categorised video games by some characteristics and underlying objectives with reliance to how they are commonly classified, he concluded with nine categories; action, action adventure, adventure, role playing, simulation, strategy, sport, puzzle and idle games.

a. Action Games



Figure 1: first-person shooter in CSGO

This category focuses on player's reflection, command and reaction due to the fact that it is a category that is rich of movements, several acts to follow and stages to overcome. Action games has sub categories that differ in content; shooter games for instance are games that let the player uses a weapon so that he will take out the enemy or the opponent player. The shooter character is categorised

by players' perspective including the First-Person Shooter (FPS) in which a game is played from main character's view like Call of Duty, Half-Life and Counter Strike Global Offensive (CSGO), which is represented in figure 1 (Vince, 2018)



Figure 2: Third-person shooter in PUBG

The case is different with the third person shooter; where the action takes a point where the player is able to see the main character from behind and slightly from both side like in Assassin's Creed IIV and Fortnite. However,

some games may contain both views at once and made them optional for the player such as Player

Unknown's Battle Ground (PUBG). The third view is called top down shooter, where there is a complete overhead experience, which means that there is a complete view of the map or the environment being played in such as League of Legends (LOL).

Another type of action games is fighting games, they include different types of combats and different fighting styles; players will pick a character or more with a variety of abilities and each time the game gets to harder levels such as King of Fighters (KOF), Mortal Kombat and Street Fighter. Beat-em up is another type of action-fighting games but it differs in opponents; instead of facing one enemy, players face a wave of army such as in God of War and Hitman absolution (Vince, 2018)

b. Action Adventure Games

It is a corporation of two types that resulted in a long game quest or set of obstacles to be passed. For instance, in The Legend of Zelda, the player must find his destination throughout eight dungeons collecting the scattered pieces of the Triforce of Wisdom. Once he finishes collecting the pieces, the next stage will be the ninth and the final dungeon to save princess Zelda. The adventure mode in this game is through discovery and puzzle solving, however, action modes are found in combat that could be found in every stage of the game. The survival horror genre is linked to action-adventure type since it is considered as an adventure which is full of actions; the player is required to survive despite the obstacles

and invasions like in Resident Evil in which there is a survival from monsters using different types of weapons (Vince, 2018).

c. Adventure Games

Adventure games create an interaction between the player and the game environment seeking to solve problems that give clues for the next stages, such as in text based adventure where the player follows some instructions given by the character from the game like “Go right” or “ Grab the sword”.

Criminal Case Looks is a popular game in Facebook, which is launched in 2012 in which a player follows a set of instructions to find the weapon in the crime scene.

(Vince, 2018)

d. Role playing Games

A Role Playing Game (RPG) is a type of video games where the player takes control of a fictional character, which is the protagonist of the story. The Technopedia web organisation (2020) defined Role Playing games as “a type of game in which the players impersonate their characters by actively describing their actions and thoughts”; this type usually features medieval or fantasy settings, which makes the player joins a world of fiction



Figure 3: The roleplaying game Grand Theft Auto V

and makes him to have another personality he chooses to be such as in Grand Theft Auto (GTA) and Final Fantasy. RPG's include tactical modes in most of the cases so that the player uses strategies and given objects to reach the objective of the game whether it is action or social or social based game (Vince,2018)

e. Simulation Games

Video Games in the simulation mode are designed for the players to mimic a set of outcomes that happen in real world, they are models of authentic phenomena that represent real life aspects and activities.



Figure 4: Sim city made by EA games

This category has sub genres according to what is being simulated such as construction and management simulation like Sim city by Electronic Arts (EA)1989 in which a player simulates the building and the management of the city including planning and zoning the city borders. Vehicle simulation is another sub-genre that aims to represent the experience of moving a vehicle, for example, flying an airplane, driving a bus or a truck in a farm road, or driving a taxi in a city (Vince, 2018).

f. Strategy Games

This type refers to any games that requires cognitive skills (Dor,2014), in other words, it is a type that highlights on skilful thinking and tactical challenges such as in the subcategory 4Xand Age Of Wonders where the player is required to expand, explore, exploit and exterminate. War games are considered as a subgenre of strategy games because the player is required to create and take a lead of an army with the objective of dominance and conquering (Vince, 2018).

g. Sports Games

Sport Games simulate the practice of a sport that exists in real life; they include both playing a sport as a practice such as football and managing sport such as being a coach character. There are various types of sports in the world, as a result, there are subgenres of this category starting with racing games, in which a player uses a vehicle like a car or a bike depending on the game to race with opponents or with the time. The example of this subgenre is in the game called Forza Horizon. The player in this game races using a car against some



Figure 5: Eden Hazard in FIFA 20 looks like in real life

opponents and progressing till he will be the champion of the horizon, in Moto GP as well where the player takes a bike choosing one of the best bikers in the world and tries to be the champion after several tours.

The team sports genre represents a simulation of playing collective game to create a sense of reality such in FIFA game where there are players with real life names and look like real life faces. Some fights are categorised with sports section, known as sports-based fighting, this subsection includes boxing and wrestling games for instance EA Ultimate Fighting Championship (UFC) and the series of World Wrestling Entertainment games (WWE) (Vince, 2018).

h. Puzzle Games

This genre involves players to solve a logic puzzle or navigate a challenge including word completion, object replacement or picture recognition. Games that are based on brain function and problem solving skills represent the previous characteristics to arrange a logic form of objects or picture, however, Trivia game genre are related to the puzzle category

since it is a set of questions such as word completion or substitution before time runs out to score points and moving to the next level (Vince, 2018)

Idle Games

They are labelled also incremental games, they represent the set of simplified games that required less player's involvement such as clicking on icons, objects or characters with rewarding of these simple activities like cookie clicker.

Most of games have the online mode of playing, which is playing through the use of internet or computer networks such as local servers. It is considered as a genre of digital games that provides players with real life interaction with other players (Alamr, 2019). The main characteristic of online gaming in digital games is where different gamers are involved in playing a game connected to the internet. Recent studies have shown that almost all digital games have been assembled with the mode of online gaming (Thorne, 2008). Online games like FIFA or Tekken mainly permit to play against real life people instead of playing against the computer, however, these games lack the feature of interaction between the players, this feature appeared in most of other game genres as a means for cooperation and teamwork such as PUBG, CSGO and Call of Duty.

1.2.4. The Evolution of Gaming Content

Throughout history, the use of video games has changed due to the development of technology and computer use. This change resulted in the content development of video games. Each time computer scientists tried to bring new ideas, new objects and new stories to enrich the content and attract computer users' attention. Games started adopting some socio-cultural and political dimensions in their contents to raise the culture of gaming.

In the early 1950's, video games appeared in scientific computers as simulation games for Electronic Delay Storage Automatic Calculator (EDAC). After this in 1958, a game

called Tennis for Two appeared to entertain people who work in laboratories (Heide et.al, 2008). As a result, video games in this era functioned as a media that represented computer technology.

The historian named Huizinga (1950) stated that Play is older than culture, since animals also indulge in play. According to his work in the field of play, he quoted that different cultures played the same games with their version. For example, the game called Mancala played in different variations throughout sub-Saharan Africa, Middle East, Central, South, and Southeast Asia (Townsend, 1979). Many educational institutions embrace the fact of using video games for a cultural or educational purpose rather than entertainment. In 2006, a study by the Federation of American Scientists cited that video game systems were present in most households, kids favoured learning through video games, and games could be used to facilitate analytical skills (Feller, 2006).

The 1970's noticed the rise of video games as a cultural phenomenon, many computer technicians joined video games and spent time playing with a switch in computer use from science and education to entertainment (Brand, 1972). Therefore, many of video games started developing content (Kent, 1997) since youth culture started to adopt this type of media playing competitively to gain high scores, and since computers began to be attainable by laypeople.

Video games content started to be popular among people especially kids, they started identifying characters and buying products associated with games. A survey conducted in Canada revealed that more people recognised Mario from Super Mario Bros than the current Canadian Prime Minister (Cohn & Toronto, 2007; Understanding Media and Culture 2016).

Many video games started developing contents including developing characters' abilities, creating new characters and adopting new cultures in the game. For instance, in the era before 1980's, female characters had secondary roles, which means that they were not playable; they were in the games to support the story such as the Princess in Super Mario Bros. After that, Street Fighter II introduced Chun Li, the first playable female video game character in 1987 (Vince, 2018).

Moreover, video game stories started to appear in different places that exist in real life, for example, in Assassin's Creed there are pyramids of Egypt and the Caribbean Sea, characters as well became to be from different countries in the world. Similarly, the game of The King Of Fighters (KOF) 1998, represents a martial art tournament that contains fighters



Figure 6: Variety of characters in The King Of Fighters game

from different places in the world; such as team USA that groups Terry Bogard with his brother Andy and his best friend Joe Higashi, team Japan of KyoKusanagi, BenimaruNikaido and GoroDaimon, and women's team that adopts Mai Shiranui,

ChuzuruKagura and King as the first women's team in the platform. This Game belongs to the Japanese company SNK, this acronym represents "Shin

Nihon Kikaku" which means the new Japanese project (1972).

During the period from 1979 to 1999, video games started to develop from tests of hand-eye coordination like Pong and Space Invaders, to games that provided players with ongoing content and storylines. In the 1990s, games that combined advanced graphics with narrative elements formed the dimensions of RPGs (Role Playing Games), which were

designed mainly to give and allow the player to experience parts of video games world, solve puzzles and mysteries, and participate in combat and races with nonplaying characters, or NPCs. These games provided an elevated sense of interactivity; where the player was put into the role of a main character in the story, with a remarkable focus on graphics and guiding the player through the story. RPGs immerse the player in the experience of the world, but unlike film or television, these games allow the player to experience the narrative as the central character. In the Tomb Raider series of games, for example, the player is no longer watching Lara Croft; she/he is Lara Croft. Because she/he is the central (and only) character in the game, when she/he quits or pauses the game, the world comes to a halt, allowing her/him to start, stop, pause, and restart at her/his leisure.

1.2.5. Games Based Learning

Game based learning is defined as "any initiative that combines or mixes video games and education" (Tsai & Fan, 2013 p. 115), with a game being "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." (Salen & Zimmerman 2004 p.80).

Bradshaw & Lowenstein (2007) initiated that the use of games for learning is not a new phenomenon but rather an ancient method, for example, games were used to train and coach soldiers for war. Besides, Avedon & Sutton-Smith (1971) made a range of observations about using games as educational tools. They claimed that students will retain information learned in video games longer than information presented through conventional methods, and that students will acquire more critical thinking and decision making skills by participating in Digital Game Based with simulated environment.

Martin and Oppenheim (2007) (as cited in Amr, 2012) said that "the average 8 to 12 years old now plays 13 hours of video games per week; while the average 13 to 18 year old

plays 14 hours video games per week"(p. 1).Therefore, students as a result are naturally motivated to play games. As a result, if education can be enhanced through such a motivational media, it can be a big win in the field of education.

1.2.6. Digital Games Based Language Learning

The area of Digital Games Based Language Learning (DGBLL) originated from the field of CALL, it focuses on digital games as a medium for language learning. It is defined as “the design and use of a diverse array of digital games for the purpose of learning or teaching a second or foreign language” (Cornillie, Thorne &Desmet, 2012, p. 243).The main goal of this field is to put games and learning together to create new learning opportunities, using games as a medium (Hung, Chang, &Yeh, 2016).

This field divides digital games into two main categories; the first category refers to the group of digital games that are designed specifically to support EFL learning, the second one is the group of digital games that are not designed for EFL learning. At the beginning, the focus was on digital games that are designed for EFL learning, however, there was a shift to digital games that are not designed for EFL learning (Alamr, 2018, p.36).

The relationship between digital games and language learning has appeared decades ago, Malliet and Meyer (2005) concluded that most games have extended the potential for gamers to interact using foreign languages. In addition, most digital games require the use of a significant amount of reading and writing so that the players can access to the games. Moreover, digital games offer learners an enjoyable environment that is attractive for language-learning (Aldrich, 2003).

In the few past decades, people started playing videogames since the latter have become the major source of entertainment and a component of social life activities (Griffith& Hunt, 1995). These platforms of entertainment are considered as new technologies that belong

to the new multimedia culture, which means that they are advanced enough to be compared to movies, cartoons and books regarding their the ability to represent and engage the story. Video games brought some major skills to be developed while playing including problem solving, concentration, autonomy, memory, self-expression and collaboration (Deen, 2015).

During the present decade, scholars, educators, and researchers of different fields have increased their interest towards digital game-based learning. Attention towards this approach has mostly a direct relation to some important technological advances during the same period, such as the Smartphone, promoted Internet connection from mobile devices of different kinds, variation and diffusion of free video games and educational applications online or offline. Precisely, this research mostly focuses on the area of language learning, which is considered as an educational field depending not only on theoretical knowledge such as grammar and vocabulary, but also requires that the student or learner should gain and develop different communicative competences such as speaking and listening.

Zheng, Newgarden and Young (2012) conducted a study with EFL learners from Turkey, Saudi Arabia and China; they were concerned with developing communication skills throughout playing a digital game called World of Warcraft. The principal finding of this study was that students developed everyday communication skills in English through social interaction activities in this game. Another study conducted by Chen and Haung (2010) had similar results, including that the games they used “help to immerse language learners in the sociocultural contexts of the target language and encourage shy learners to actively engage in communicative activities” (Chen & Huang, 2010, p. 135)

The key of success that video games attained is interactivity, this means of communication helped non-native speakers to develop their proficiency in English (Postic , 2018) due to the fact that some games are being played by multiple people from different ethnic groups, this aspect brought the advantage of engaging in a communication to

collaborate and build teamwork. Furthermore, they contribute in language learning processes providing some learning situations such as developing communication (Postic, 2018). The major result of these advantages is that video gaming has become one of the modern ways to learn English as the world communication tool.

1.2.7. Digital Video Games and Language Learning Theories

According to a number of studies (e.g. Chik, 2012; Reinders and Wattana, 2012; Reinhardt and Sykes, 2012), video games affect positively language learning in many ways, as for instance, providing the players with the vocabulary that allows them to communicate correctively with each other, in order to create a meaningful context. Since language – both spoken and written – is an important medium of negotiating meanings in most games, it is no wonder that remarkable second language learning potential lies right on the screen.

Mayer (2014) mentioned four theories according to which games can facilitate learning. The first of them is the reinforcement theory, developed by E.L.Thorndike; it is based on the idea that “behaviours that are followed by satisfaction to the learner are more likely to be repeated in the future under the same circumstances, and behaviours that are followed by dissatisfaction to the learner are less likely to be repeated in the future under the same circumstances” (Mayer 2014, p 64). The reinforcement theory is easily put into practice in digital games; not only games for learning but also vernacular games often utilize the kind of reinforcing feedback, which benefits learning. For instance, when being given a clue, if the player makes a mistake or chooses wrong, a punishment may follow with the clue given again (e.g. “The kitchen is not there – go into the kitchen!”); if the player succeeds, positive feedback will be given together with a text to reinforce the correct action.

Schema theory is the second theory listed by Mayer, which was established by Jean Piaget in around 1926. According to Piaget’s point of view, Mayer wrote, the learner

needs to construct a mental model of the issue to be learnt, and in order to become an expert in a field of study, he is required to learn categories and concepts. Schema theory is quite an important framework in the educational field, but letting players to interact with a simulation and not providing guidance and instruction is generally inefficient (Mayer 2014, 65-66).

Furthermore, one theory which many games can be seen to support, especially certain fast action games, is the automaticity theory. Mayer (2014) explained that it builds on the idea of procedural knowledge when learning new or improving learned skills, encompassing a transition from cognitive to associative and finally to autonomous stage. According to this approach, a procedure is first in the declarative form; then it is encoded as a step-by-step process (which still needs to be thought about), and finally it is encoded as an automatic step-by-step process (Mayer 2014, p.67). A game where the player needs to learn certain key combinations (often referred to as combos in game slang), often performed in fast pace, in order to proceed from one level to another, would serve as a simple example of this kind of learning.

The fourth theory listed by Mayer (2014) is the social learning theory, which was developed by Albert Bandura in 1970's, gained popularity in the 1980's, and which features the concept of strategic knowledge. This theory states that people learn what to do when they are able to watch what and how other, more experienced people do it (Mayer 2014, p.68). In practice, the player may learn from the game itself, as many modern video games provide the player with on-screen agents or co-operating computer-run characters to set an example or to give clues how to finish a task, from co-operating online players, or from a player playing on the same screen in the same physical environment. Evidently, many multiplayer games possess a massive potential for social and collaborative learning. What is important, the skills to be learned need not be those which the player is required to master before proceeding in the game, but the social learning theory is also a good method or approach to observe how

learners learn English when they play online with other players. Therefore, this perspective into learning is definitely central for the present study as well.

Whitton (2012) argued that games used in education have plenty to do with constructivist, experiential and collaborative approaches to learning. Pollin (2017) stated that educational games, first of all, built on constructivist theories which find that by actively engaging in learning, the learners construct or shape their own knowledge or conception about a subject. Games also provide meaningful contexts for the activity of playing, require problem-solving skills, and enable social negotiation, which are all focal principles in constructivism (Whitton 2012, pp11-13). Secondly, games are excellent platforms for experiential learning. It is a remarkable characteristic of games that they enable the players to test their own hypotheses safely, see the consequential effects, and then react again based on the outcome. Thirdly, the collaborative aspect is shown in the forms players can contribute to the game. There are multi-user networked games (or massively multiplayer online games, MMORPGs) which enable simultaneous participation of even thousands of players; playing may take place together or one at a time on the same device; and there are online game communities devoted to certain games to which the players can belong to and connect (Whitton 2012, pp11-13).

The idea of collaboration, as well as the social learning theory discussed above, is very close to Vygotsky's (1962) idea of the zone of proximal development (ZPD). Which refers to the range of tasks where the learner is capable of operating himself and where he needs assistance from those who have a more advanced level; in gaming environment this means that the player needs support or an example from an advanced player in order to be able to finish certain mission or tasks independently. Gee (2003, p 209) built on the concept of ZPD as he presented a principle which he called the Regime of Competence. According to

him, games provide learners with opportunities that are doable and challenging, but not impossible, which makes the players operate at the outer edge of their skills.

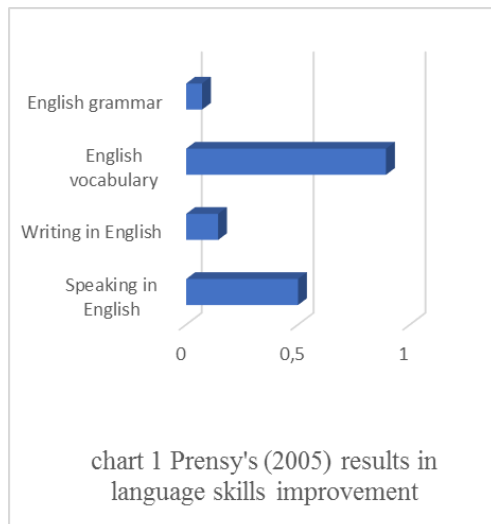
Salen and Zimmerman (2004) approached the social aspect of gaming as they suggested that the use of games for learning applies the view that learning is a social event, which is mediated by contexts and situated practices, and therefore, learning is not bound to a specific location or time, but takes place in different contexts within particular domains.

1.2.8. Digital Video Games and Language Skills

Some studies explored the impact of digital games beside different means to facilitate language learning. These studies aimed to investigate the relationship between playing different digital games and the students' language achievements in the four fundamental language skills (speaking, listening, writing and reading).

In regard to the effect of digital video games on the writing skill, Chik (2014) highlighted that "...games engage players not only in playing the game, but also in reading and writing about them on interest driven websites." (p. 57). Learners spend some of their times writing about their hobbies and daily activities in their diaries including playing video games, however, teachers may encourage learners to write by providing them tasks to write about what they play. As a result, students may write about the characters in the video games describing them and their moves, otherwise, they can develop a narrative essay presenting the plot of the game or an expository mode of writing about how to finish the game (Hutchison, 2007, p. 166).

The reading skill also has a relationship with digital games. Most of digital games provide learners with language exposure throughout different means including texts. The latter represent an introductory plot or event in the game, subtitles of the characters' conversation, as well as online modes that provide real life language to be read. Online games



allow players to interact with each other through speaking or texting (Chen et al. , 2012). This receptive skill can be enhanced through the use of digital video games because playing requires the understanding of the game instructions, content and character's dialogues.

Language listening and speaking skills

and digital video games are widely discussed; online interaction through digital games allows learners to join online gamers around the world where listening and speaking is required. Social interaction through the use of digital games enhances communication and increases motivation to interact using second language (Alamr, 2018). Ioannu and Zaphiris (2017) as cited in Alamr (2018) argued that digital games “promote communication, making language learning an authentic experience that involves interaction with native speaking co-gamers” (p. 44). Offline gaming has an impact on these oral skills as well, EFL teachers in Chen et al's (2012) study claimed that digital games can help learners to acquire new vocabulary through listening to characters' dialogues as well as improving listening and speaking skills through imitating what characters say.

Moreover, there was almost a consensus among participants that gaming improved their language skills. Perceived improvements were reported especially in the domain of vocabulary learning followed by speaking (as shown in chart 1).

In addition to language, other types of knowledge and skills were reportedly gained as a result of gameplay. These were mainly cultural awareness, problem solving (reported by 58.1% of respondents) and increased computing proficiency (45.2%). Prensny (2005, p 25) noted that mastering a multitude of novel skills and strategies and applying them to "dozens of ever-harder" and more advanced levels are properties of complex games. Games

that promote such skills as problem-solving and higher-order thinking are also referred to as 21st century competency games (Jan & Gaydos, 2016 p. 7).

1.2.9. Benefits of Digital Games in Language Learning

Researchers and teachers have been writing about the benefits of using games in the language classroom for many years. Wright et al (1984), Kim (1995) and Yin & Jang (2000), did all pretty much agree that games can provide a break from the usual routine of the language class lessons. Playing a game after an intensive test can help students to re-engage at once in the lesson; it can help students and motivate them to interact and communicate, reduce anxiety, provide practise in all four skills and help students to make and afford the considerable effort involved in learning a language.

The Russian psychologist Vygotsky (1976) argued that the activity of play should not be conceived as purposeless, it is rather a purposeful activity for a child. Salen and Zimmerman (2004) showed that pleasure is the main experience most intrinsic to games. The pleasure gained from playing video games is something that cannot be easily explained but something people desire to experience. Video games can improve students' ability to acquire important skills such as finding solutions, creativity, teamwork, and good sportsmanship.

Whitton (2012, pp. 14-17) claimed that playing video games have a positive influence on learning. First, the playful nature of games is more likely to spark innovation, creativity and new ideas than a more 'usual' way of learning. Secondly, as there is always the opportunity of re-attempting, a failure in a game is never definitive. Thirdly, games create engagement; they cover interesting topics, and sustain motivation in different ways. Moreover, games provide the player with feedback; when the player tries something, relevant feedback follows immediately comes after. Then guiding the player to find a suitable way to solve the tasks; the feedback may utilize multimodality and occur as a hint or a clue, as a

failure or success, or as a direct verbal feedback on how the player should approach the task. Lastly, games help the player to improve his/her digital literacy, the mass of information input is vast and games help players advance their skills of identifying, evaluating and focusing on the relevant information (Whitton 2012, pp. 14-17).

1.2.10 Shortcomings of Digital video Games

Playing video games made people acquire new knowledge and skills from game play, which proves that video games can teach some skills including strategic thinking, interpretative analysis, problem solving and adaptation to rapid changes (Sabri, 2008). However, the world of video games may have some negative issues on learners' development and environments including social and educational issues.

The social issues combine the set of problems that a gamer may have in his social environment. Due to the time spent using video games, parents and teachers try to convince learners to avoid playing video games excessively at school and home for not causing isolation or aggressive behaviours (Platoni, 2009). Some psychologists stated that spending hours alone using computer interacting with a device rather than having a real interaction and play outside may affect the child's performance and behaviour at his house or school, Harris and William 's (1985) study showed that high school students who spent more time playing video games had poor grades in English classes.

In a cultural view, video games may have a negative effect on learners' cultural understandings. The exposure of some games contents such as violence, politics and religion may cause a cultural shock or cultural misunderstanding to young learners. As the president of Games for Change Organisation mentioned "Games are largely misunderstood in our society. They are not necessarily trivial or sophomoric. Gaming is just a young medium," (2004)

Conclusion

This chapter was devoted to the theoretical background of the research variables including the speaking skill and digital video games.

Over the first section, we tackled some ideas related to the speaking skill, starting by the definition and the function of this skill. Moreover, we mentioned the relationship between speaking and other skills like writing and listening. After that, we talked about communicative competence and its components. To practice this skill, we considered the different communicative activities used by teachers and learners to practice and master the English language excessively. At the end, we have dealt with the difficulties, importance, and benefits that can be resulted from practicing speaking in daily life and different situation.

Throughout the second section, we tackled some aspects that digital video games have in relation with foreign language learning, starting by the definition of technical concepts and digital games. Moreover, we mentioned the types of these games and their relationship with language skills. After that, we talked about the evolution of content and the raise of gaming culture. At the end, we have dealt with the shortcomings that video games may had on learners 'development or environment.

Chapter Two: Research Methodology and Data Analysis

2.1 Research Methodology

2.1.1 Research Tools

2.1.2. Description of the Questionnaire

2.1.3 Administration of The questionnaire

2.1.4. Population and Sampling

2.1.5 Limitations of the Study

2.2. Data Analysis and Discussion

2.2.1 The Analysis of the Student Questionnaire

2.3. Discussion of the Results

General Conclusion and Recommendations

Chapter Two: Research Methodology and Data Analysis

Introduction

The present chapter represents the methodology used to collect data for the present study. In other words, it introduces the research instruments and population of the study. Besides, the process of data analysis will be described and discussed. At the end, the results obtained from the research tools will be interpreted to answer the research questions.

2.1. Research Methodology

The present research is conducted through a descriptive quantitative method, which can be ranked, measured or categorized through statistical analysis. It aims to test and validate the research hypothesis and for having numeric data that guarantee the reliability of data.

2.1.1 Research Tools

The present study tends to investigate students' perceptions towards the use of digital video to develop the speaking skill. To collect the related data, a questionnaire was designed for EFL learners at the University of Mohammed Saddik Ben Yahia.

2.1.2. Description of the Questionnaire

The questionnaire is regarded as a set of research questions asked to get some specific answers, in other words, it is a means to collect agreeable data rapidly and systematically. The knowledge gained through a questionnaire survey can be put to different uses. It may be employed to obtain a general picture of language use in a given community to plan further research; it may also serve as contextualizing information on the social actors investigated. Moreover, it may be used to identify target subjects from a large population

sample (e.g. multilingual school children) (Treffers-Daller, 1994). In the latter, the information gathered constitutes the first step in data collection. The information obtained enables researchers to identify target informants.

In the case of the present research, a questionnaire was designed for EFL learners at the University of Mohammed Seddik Ben Yahia, all levels are concerned for having valuable data. The Questionnaire is composed of 18 questions divided into two parts:

1. General information about learners' levels and their familiarity with digital video games
2. Set of statements to agree or disagree with, they are directed to investigate the relationship between the speaking skill and video games

Most of questions are closed questions where learners are told to give or pick their exact answer except for question 4, 7 and 10, which are open-ended questions in which learners are asked to mention some aspects or justify their points of view.

The introductory questions were designed for having some background information about learners' academic year and how they consider their level of speaking. Questions from (2) to (4) are devoted for having some data about learners' familiarity with digital video games and the electronic devices they use for playing them.

Questions (5), (6), (7) and (8) are made to explore the most played categories by learners, modes of playing with relevance to the way they talk in the game and the extent English is used while playing. The next phase of questions from (9) to (12) were designed specifically to ask learners about their experiences or points of view on the influence of video games on their speaking skill, which aspects are influenced the most and whether playing video games is helpful to enhance the speaking skill.

The second section of the questionnaire is a group of statements from (1) to (6) where learners are required to answer these statements relying on their experience or points of view with 'Agree' 'Strongly Agree' 'Neutral' 'Disagree' or 'Strongly Disagree'.

2.1.3 Administration of the Questionnaire:

Because of Corona virus, the questionnaire was not handed, but it was published in the Facebook groups and the official page of the English department in an electronic version made in Google forms published on the 14th of August 2020. The results will go directly to the personal account of Google Forms when learners finish answering and click on the icon "Send".

2.1.4. Population and Sampling

The current study focuses on EFL learners at the University of Mohammed Seddik Ben Yahia/ Jijel, in order to investigate students' perceptions towards the use of digital video games to develop the speaking skill. We preferred that the questionnaire would be addressed to all levels to have clear and reliable data. The way this questionnaire was addressed was randomly because it was posted in the Facebook page of the English department, thus, 106 learners randomly got access and answered.

2.1.5 Limitations of the Study

This research will provide a general view about students' perceptions towards the use of digital games to develop the speaking skill, in other words, it will show if learners hold positive attitudes towards the use of digital games to enhance their speaking skill. However, this study has some limitations including the fact that the questionnaire was not handed because of the break the university had because of the present pandemic situation the whole world is going through. Besides, some learners may not have internet or technological devices to fill in the questionnaire. As a result, the number of learners may not represent 1/3 of the

total number of a certain level. The present pandemic situation as well resulted the absence of meeting with the supervisor face to face. Longer time will be helpful to have another research tool to support this research work.

2.2. Data Analysis and Discussion

In the second part of this chapter, the findings collected from the data collection tool, which is the questionnaire were being introduced and discussed.

2.2.1 The Analysis of the Student Questionnaire

After one week approximately of posting the questionnaire, we had 106 answers; the data obtained from this questionnaire are presented in the tables and charts below.

Section One: Students' Level of Speaking and their Familiarity with Video Games

Students' Level

Table 1. Student's Level

Options	Number	Percentage
First year	14	13,2%
Second year	24	22,6%
Third year	17	16%
Master One	10	9,4%
Master Two	41	38,7%
Total	106	100%

As the table shows, most of the answers came from Master two students (41) and then second year students (24). This may refer to the fact that Master two students work on dissertations as well, so they take questionnaires seriously.

Student's answer to question 1: How do you rate your level of speaking?

Table 2. Students' Level in speaking

Options	Number	Percentage
Excellent	5	4,7%
Very good	24	22,6%
Good	56	52,8%
Average	19	17,9%
Poor	2	1,9%
Total	106	100%

In this question, students are required to rank their level of speaking according to how they consider it, we noticed that 56 respondents have considered their speaking as good, also there are 5 students admitted that they are excellent, only two considered themselves to be poor speakers. These results may manifest that students are confident about their speaking level because most answers did not go the less than average levels.

Students' Answer to Question 2: Are you familiar with Digital Video Games?

Table 3. Students' familiarity with Digital Video Games

Option	Number	Percentages
---------------	---------------	--------------------

Yes	86	81,1%
No	20	18,9%
Total	106	100%

This question is designed to know how many of the students are familiar with digital video games; we noticed that most of students (86) affirmed that they are familiar with digital video games. Meanwhile, 20 students answered with no, however, this answer does not show that they are not familiar with digital games at all; they may play them but not frequently or in online modes. These answers indicated that the world of video games is not something new or strange for students, but it is a means of entertainment they use in their daily life.

Students' Answer to Question 3: If yes, how often do you play them?

Table 4. The frequency of playing video games

Option	Number	Percentages
Always	13	12,7%
Sometimes	77	75,5%
Never	12	11,8%
Total	102	100%

The number of students who answered this question is 102, the other four did not answer since their previous answer admitted that sometimes they are not familiar with video games. From the results above, we noticed that many students (77) play digital video games in their daily life and 13 students play them excessively. These results show that digital games are being played by university students.

Students' Answer to Question 4: Which device do you use while playing?*Table 5. The devices being used to play video games*

Option	Number	Percentages
Smart phone	65	61,3%
Computer	29	27,4%
Xbox	3	2,9%
Playstation	5	4,7%
Other	4	3,7%
Total	106	100%

The majority of students (65) use smart phones as a device to play video games, this is because of the affordability and availability of this device among students, besides that mobile games became quite more popular these last days; they are even played by students who are not familiar with video games at all. Computers as well are highly used in gaming maybe due to the availability of various online servers or easiness to command while playing action games since they contain lot of moves and techniques. The other game consoles including Xbox and PlayStation are less used (8) than smart phones and computers (29), maybe because of the expensive price of these game consoles or the difficulties in commands.

In the second part of this question students who do not use these devices are asked to mention which game console they use (mentioned in table 5 as other), these students (4) use Nitendo, Wii and PSP as tools to play video games.

Students' Answer to question 5: Which Type (s) of video games do you play most?

Many students answered with two types or more, the following chart represents the most played types of video games by learners.

Table 6: The most Played Types of Video Games by Learners

Option	Number	Percentages
Simulation	10	9,43%
Puzzle	21	19,8%
Adventure	32	30,1%
Sport	16	15,1%
Action	27	25,47%
Total	106	100%

As the table shows, most of students play adventure (32) and action games (27) video games, maybe because of the movements and strategies they contain or the popularity of these games on the web such as PUBG and Assassin’s Creed. The main function of action and adventure games is entertainment and joy; as a result, students may play these games to have joy and fun. Meanwhile, the other categories including puzzle, sport and simulation video games are less played and less popular maybe because of the difficulties or because they contain less movement and fun.

Students’ answer to Question 6:Which mode do you play the most?

Table 7 . Modes of Playing by Students

Option	Number	Percentages
Online	58	54,7%

Offline	48	45,3%
Total	106	100%

The online mode is the most used among EFL students (58), they may refer to the various international servers and gaming modes or stages in the online mode. Besides this, online mode provides more speaking opportunities than the offline mode (48) since it links the players with other gamers from all over the world, giving them the opportunity to speak and interact with native speakers.

Students' Answer to Question 7: Do you interact with people you play with or against?

Table 8. Student's Talk in Game

Option	Number	Percentages
Yes	58	54,7%
No	48	45,3%
Total	106	100%

The answer of this question has a relationship with question number 6, the results showed that students who play the online mode have a talk with people they play with (58) since the online mode provides this option in lot of games. This online talk usually occurs orally through using the microphone or through text messages in the games but this method is not used as much as the microphones.

7.1 If yes, describe how

Table 9: How Learners Interact During Playing Games

Option	Number	Percentages
---------------	---------------	--------------------

Online Talk	40	37,7%
Using social media	16	15,1%
Face to Face interaction	5	4,7%
Other ways of interaction	45	42,4%
Total	106	100%

In the second part of this question, learners are asked to mention the way they talk with people they play with, 40 answered with online talk, 16 answered with “using social media”. In addition, 5 by having a face to face interaction . As a result, most of students have a talk online in the game. This online talk may be helpful in acquiring new words, correct pronunciation and creating more speaking opportunities that will develop fluency and accuracy.

Students' Answer to Question 8:How often do you use English while playing?

Table 10. The extent English is used in Games

Option	Number	Percentages
Always	45	42,5%
Sometimes	39	36,8%
Rarely	15	14,1%
Never	7	6,6%
Total	106	100%

As it is shown in the table, 45 students always use English in video games and 39 students sometimes use it. 15 Rarely use English and seven never used it. From these results, it

is safe to claim that English is highly used in digital video games since many of these games have content in English, designed and programmed in English.

Students' Answer to Question 9: In your opinion, how do video games influence your speaking ability?

Table 11. Students' Opinion on the Impact of Video Games on Speaking

Option	Number	Percentages
It improves my ability of speaking	75	70,8%
It doesn't have any effects on my speaking ability	30	28,3%
It limits my ability of speaking	1	0,9%
Total	106	100%

Many Students (75) agreed on the fact that digital games improve their ability of speaking. However, some of the students (30) claimed that video games do not have any effect on their speaking ability and only one student claimed that games limit his/her ability of speaking.

We can notice from the results that digital games make learners active in the field of interaction with others and give more opportunities to speak.

Students' Answer to Question 10:In online games, do you speak to foreign gamers?

Table 12. Student's Talk with Foreign Gamers

Option	Number	Percentages
Yes	57	53,9%
No	49	46,1%
Total	106	100%

Out of 106 students, 57 of them speak to foreign gamers online. It seemed that most learners are interested in online talks of video games for arranging with each other and build the squads together, at the same time they capture the opportunity to speak with natives.

10.1 if yes, which language do you use?

In the second section of this question, learners are asked to mention the language they use to speak with foreign gamers; results are represented in the following table.

Table 13: The Language Used While Playing

Option	Number	Percentages
English	75	70,7%
French	11	10,37%
Arabic	10	9,43%
Other languages	10	9,43%
Total	106	100%

As shown in the chart, English is the most used language in online talks while playing digital games (75) , this may be due to the fact that English is the most used language in the world, it is used a lot in the field of video games.

Students' Answer to Question 11:Do you believe that gaming influences students' speaking?

Table 14. Students' Beliefs on the influence of Gaming on their Speaking Skill

Option	Number	Percentages
Yes	87	82,1%
No	19	17,9%
Total	106	100%

As the table represents, most students (87) agreed on the fact that digital games have an influence on their speaking ability, few students (19) answered with No. A possible interpretation of these results is that students who experienced video games may see that playing them influence the speaking skills.

11.1 If yes, what are the most influenced aspects among these?

In the second part of this question, learners are told to mention the most influenced aspects by digital games, the answers of this question are distributed in the table below.

Table 15. The most Influenced Aspects by Digital Games

Option	Number	Percentages
---------------	---------------	--------------------

Pronunciation	42	39,6%
Formality	7	6,6%
Accuracy	4	3,7%
Fluency	14	13,2%
Grammar	2	1,8%
Vocabulary	37	34,9%
Total	106	100%

The results obtained showed that vocabulary (37) and pronunciation (42) are the most influenced aspects by gaming, since talking to native gamers may teach students correct pronunciation of words and the variety of games and game stories may teach new vocabulary. Fluency is the third most influenced aspect (14) since learners can listen and practise L2 with native speakers, they can acquire this aspect through practise. Grammar is less influenced (2) since it is acquired more through reading and writing.

Students' Answer to Question 12:As a foreign language learner of English, do you think that playing video games helps you to enhance your speaking skill?

Table 16. Students' Views about Video games and Speaking

Option	Number	Percentages
Yes	80	75,5%
No	26	24,5%
Total	106	100%

Most students (80) see that playing video games helps them to enhance their speaking skill; this seems to indicate interest in gaming and its importance on speaking

specifically and language learning in general. Some students (26) did not agree about this point, this is possibly because they turn the gaming system into their native language or they do not play the online mode.

Section Two: Answers of the statements

Students' Opinion on Statement 1: Online Gaming affects the way you speak to your teachers or friends

Table 17: Students' perceptions towards the Influence of Gaming on their Environment

Option	Number	Percentages
Strongly agree	7	6,6%
Agree	38	35,8%
Neutral	36	34%
Disagree	18	17%
Strongly disagree	7	6,6%
Total	106	100%

Opinions on this statement were distributed quite equally, 45 students took position with the idea that online gaming affects the way they speak to their teachers or friends, seven of them strongly agreed about this. However, 36 students were neutral about this maybe because they do not play online games or do not see any effects on their speaking environment. However, 25 students disagreed with this and 7 of them strongly disagreed, maybe because their gaming experience did not affect the way they speak with their teachers and friends.

Students' Opinion on Statement 2:Some of the words learned in games have unconsciously sneaked into your talks

Table 18. Students' View about Words Learned in Gaming

Option	Number	Percentages
Strongly agree	16	15,1%
Agree	70	66%
Neutral	15	14,2%
Disagree	3	2,8%
Strongly disagree	2	1,9%
Total	106	100%

Unlike the first statement, most students (86) took position with the idea that some words learned in games have unconsciously sneaked into their talks, 16 of them strongly agreed about this. As a result, gaming may have a positive effect on the process of vocabulary acquisition since the words acquired from it are used in speaking. However, 15 students were neutral about this and only 5 student did not agree with this, two of them strongly disagreed.

Students' Opinion on Statement 3:One of the intentions of speaking through online games is to overcome shyness and pronunciation mistakes.

Table 19. Students' Opinion about the Effects of Online Games on Shyness and Pronunciation

Option	Number	Percentages
---------------	---------------	--------------------

Strongly agree	18	17%
Agree	52	49,1%
Neutral	24	22,6%
Disagree	9	8,5%
Strongly disagree	3	2,8%
Total	106	100%

As the results show, 70 students took position with the idea that the intention of online gaming is to overcome shyness and pronunciation mistakes, 18 of them strongly agreed about this. A possible interpretation of this is that students prefer this kind of talks because they are not in front of an audience, as they are not obliged to show their faces; they overcome their weaknesses by speaking in online games, online talks in games hide students' shyness and speaking problems. Students get benefits from gaming through practicing L2 excessively and entertaining themselves at the same time.

Students' View on Statement 4: The amount of vocabulary acquired from video games helps you in your communication.

Table 20. Student's View about the Effect of Acquired Vocabulary on Students' Communication

Option	Number	Percentages
Strongly agree	15	14,2%
Agree	65	61,3%
Neutral	14	13,2%

Disagree	10	9,4%
Strongly disagree	2	1,9%
Total	106	100%

As the results show, most students (80) agreed that the vocabulary acquires from video games helps them in their communication process, 15 of them strongly agreed about this. These results may prove that video games are helpful in the vocabulary acquisition and the speaking skill practices because they are exposed to new vocabulary and new language forms.

Students' Opinion on Statement 5: Having a talk with foreign gamers helps you to get the correct pronunciation of words.

Table 21. Students' Opinion about the Effect of Talking with Foreign Gamers on their Pronunciation

Option	Number	Percentages
Strongly agree	26	24,5%
Agree	71	67%
Neutral	0	
Disagree	7	6,6%
Strongly disagree	2	1,9%
Total	106	100%

As the table shows, all students took position about this statement; nobody was neutral. Most of these students (97) agreed with the fact that having a talk with foreign gamers

helps them to get correct pronunciation of words. The possible interpretation of this is that talking with foreign gamers is helpful to develop the aspect of pronunciation because students are exposed to the original form of how words are pronounced.

Students' View on Statement 6: Gaming helps learners to get correct word order and verb tenses.

Table 22. Student's View about the Effect of Gaming on Grammar

Option	Number	Percentages
Strongly agree	10	9,4%
Agree	66	62,3%
Neutral	0	
Disagree	27	25,5%
Strongly disagree	3	2,8%
Total	106	100%

As in the previous statement, nobody was neutral about this statement. Many students (76) agreed on that gaming helps learners to get correct word order and verb tenses, 10 of them strongly agreed about this. According to the participants' view, gaming is helpful in the process of learning grammar structures and forms.

2.3 Discussion of the Results:

This study aimed to investigate students' perceptions on the use of digital video games to develop the speaking skill at Mohammed Saddik Ben Yahia University, also it aimed to see what effect do digital games have on the speaking skill. For this purpose, a

questionnaire was used as the instrument for collecting data from EFL learners. After analysing this research tool, the most significant findings are as follows:

The questionnaire shows up that most student ranked their levels between good, very good and average (see table 2), thus, students have self-confidence and are very interested in learning English. They are well familiar with the field of digital video games even just a little since most of them play games frequently, even students who are not familiar with games play video games but not frequently, which means that they have a background knowledge about this domain. The devices students use to play games were mostly computers and mobile phones due to the availability of these devices nowadays. Besides, the online mode is more used than the offline mode, as a result, most of these students have a talk online which is very beneficial to practice English with native gamers since it is highly used in the field of games including content and the language of communication among gamers from different countries. These results answer the question that asks whether EFL learners use digital games to practice language with a yes.

The analysis demonstrates that most of the learners agreed that gaming has an influence on their speaking skill, precisely; vocabulary and pronunciation are the most influenced aspects by gaming, since talking to native gamers may teach students correct pronunciation of words and the variety of games and game stories may teach new vocabulary. As a result, playing video games helps learners to enhance their speaking skill (see table 12). From these results, we can answer the question of how the speaking skill be improved through digital games with the method of the online gaming, since speaking can be developed and improved effectively.

The questionnaire analysis reveals that playing video games affects learners' environment by influencing their way of speaking with their relatives such as friends or classmates; Since some of the words learned from video games have unconsciously sneaked

into their dialect. Besides that, online gaming created a safe area for students to overcome their shyness and get rid of their pronunciation mistakes; because gaming is a form of entertainment and foreign language learning at the same time. We can respond on to what extent that digital games help learners to improve their oral skill with the great extent that they overcome shyness and pronunciation mistakes.

Moreover, the results show that most of students showed positive attitudes towards the relationship between digital video games and the speaking skills since playing them may enhance three main aspects of the speaking skill including vocabulary, pronunciation and grammar.

Consequently, we answer our last research question with the results that show that digital games have positive effects on learners' speaking skill because playing games helps them to acquire important language aspects.

On the light of the discussion, the results of the questionnaire have confirmed the hypothesis, which supposes that if EFL learners do hold positive attitudes towards the use of these video games, they can adopt them to enhance their speaking skill.

Conclusion

This Chapter was devoted to practise, it was divided into two sections; the first section is devoted to represent the research tool used for collection data, which was the questionnaire. In addition, this questionnaire was described through specifying what type of question was being asked and the population this questionnaire is addressed to.

The second section was devoted to represent the results obtained from the questionnaire by providing numbers and tables to show these results. After this representation, results was interpreted into words trough the discussion of the results and the answer whether these results answer the research question and serve they hypothesis.

General Conclusion

The aim behind conducting this research is to investigate the students' attitudes towards the use of digital video games to develop EFL learners' speaking skill among EFL learners at department of the English Language and Literature at the University of Mohammed Seddik Ben Yahia - Jijel. As a hypothesis, we suggested that "if EFL learners adopt playing video games repetitively, they will have positive attitudes towards the use of these video games to enhance their speaking skill". Gaming gives EFL learners opportunities to talk freely and get entertained at the same time, in addition, it is a chance to acquire new vocabulary and language forms such as grammar.

Our work was divided into two chapters; the first chapter was theoretical, it aimed to review and describe the literature review of the two variables that comprise the study (digital video games and speaking skill). The second chapter was practical; it represented and described the research tool, which was as well as analysed and discussed the results obtained.

Consequently, the results of the study highlighted the importance of digital video games in enhancing the speaking skill of EFL learners. In fact, learners engage effectively in various gaming situations, in which they acquire new vocabulary and practice English with foreign gamers. Additionally, video games help learners to overcome shyness and anxiety they experience when communicating. Furthermore, students consider video games an effective technique to practice speaking English outside the classroom environment. Overall, the results obtained from the research instrument showed that EFL learners have positive attitudes towards the use of video games to enhance their speaking skill.

Recommendations:

Based on the results obtained from the study, a set of recommendations and suggestions are put.

- Learners should use digital games as a tool for promoting interaction and socio constructivism.
- Teachers should introduce the field of digital video games in oral classes to provide a chance for learners to speak about what they play and with whom they interact while playing.
- Teachers should encourage learners to use Games Based Language Learning especially outside classroom settings because games are considered as a source of language learning.
- Learners should get benefits from digital video games to develop self-confidence and to increase motivation; because learners are usually motivated in games when they are not with formal practices.
- Learners can use digital video games to develop the intercultural competence, because there is a talk with different gamers from all around the world.
- Gaming has effective roles on learners' cognitive development such as reasoning, intelligence and problem solving.
- Teachers should consider digital video games as an activity or exercise to practice English.

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Appendix

Questionnaire for Students

Dear EFL Students,

This questionnaire is designed to get your answers as a part of our research work to obtain the Master degree. You are kindly requested to answer the questions by ticking in the appropriate box or giving a full answer when it will be necessary.

Section One

Select your level

First year

Second year

Third year

Master One

Master Two

1. How do you rate your level of speaking?

Poor

Average

Good

Very good

Excellent

2. Are you familiar with Digital Video Games?

Yes

No

3. If yes, how often do you play them ?

Always

Sometimes

Never

4. Which Device do you use while playing ?

Smart phone

Computer

Xbox

PlayStation

If there is another game console, please mention it

.....

5. Which Type(s) of video games do you play the most?

Action

Sport

Adventure

Puzzle

Simulation

6. Which Mode do you play the most?

Online

Offline

7. Do you have a talk with people you play with or against?

Yes

No

If yes, describe how

Online talk

Having a company at your house

Using social media

8. How often do you use English while playing?

Always

Sometimes

Rarely

Never

9. In your opinion, how do gaming influence your speaking ability?

- It improves my ability of speaking
- It limits my ability of speaking
- It does not have any effects on my speaking ability

10. In online games, do you speak with foreign gamers?

- Yes
- No

If yes, which language do you use?

.....

11. Do you believe that gaming influences students' speaking ability?

- Yes
- No

If yes, what are the most influenced aspects among these?

- Pronunciation
- Formality
- Accuracy
- Fluency
- Grammar

Vocabulary

12. As a foreign language learner of English, do you think that playing video games helps you to enhance your speaking skill?

Yes

No

Section Two

Answering the statements, please pick the appropriate choice based on what you think or your experience.

1. Online gaming affects the way you speak with your teacher or friends

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

2. Some of the words learned in games have unconsciously sneaked into your talks

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

3. One of the intentions of speaking in online games is to overcome shyness and pronunciation mistakes

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

4. The amount of vocabulary acquired from video games helps you in your communication

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

5. Having a talk with foreign gamers helps you to get the correct pronunciation of words

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

6. Gaming helps learners to get correct word order and verb tenses

Agree

Strongly agree

Neutral

Disagree

Strongly disagree

ملخص

تهدف هذه الدراسة إلى التحقق من إدراك الطلاب لاستخدام ألعاب الفيديو الرقمية في تطوير مهارة التحدث بأقسام اللغة الانجليزية /جامعة محمد لصديق بن يحيى. في هذا البحث، يفترض انه في حالة تبني ممارسة ألعاب الفيديو بصفة استمرارية، سيكون لهم مواقف إيجابية تجاه استخدام هذه الألعاب الرقمية لتطوير مهارة مهاراتهم في التحدث. وللتحقق من صحة هذه الفرضية، تم توزيع استبيان على طلاب اللغة الإنجليزية بجامعة محمد الصديق بن يحيى. تسلط نتائج الدراسة الضوء على أهمية ألعاب الفيديو الرقمية في تعزيز مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. ففي الواقع يشارك الطلاب بفعالية في مختلف الألعاب ويكتسبون مفردات جديدة ويتحدثون باللغة الإنجليزية مع لاعبين اجانب. إضافة على ذلك، تساعد ألعاب الفيديو الرقمية المتعلمين في التغلب على الخجل والقلق في التواصل. علاوة على ذلك، يجد الطلاب ان ألعاب الفيديو تقنية فعالة للتحدث باللغة الإنجليزية خارج بيئة الفصل الدراسي. بشكل عام، أظهرت النتائج التي تم الحصول عليها من أداة البحث ان متعلمي اللغة الإنجليزية كلغة أجنبية لديهم مواقف إيجابية تجاه استخدام ألعاب الفيديو الرقمية لتطوير مهاراتهم في التحدث.

Résumé:

Cette étude vise à explorer les perceptions des apprenants de l'Anglais Langue Etrangère vis-à-vis de l'utilisation du jeux vidéo pour développer la capacité du parler en dehors de la classe. Elle a été menée avec des apprenants d'Anglais Langue Etrangère à l'Université Mohammed Seddik Ben Yahia-Jijel. Dans cette recherche, on émet l'hypothèse que si les apprenants EFL adoptent des jeux vidéo de manière répétitive, ils auront des attitudes positives envers l'utilisation de ces jeux vidéo pour améliorer leurs compétences orales. Pour atteindre l'objectif de cette étude, les données ont été collectées grâce à un outil de recherche, qui est le questionnaire. Ce dernier s'adressait aux apprenants d'Anglais Langue Etrangère au département de langue et littérature anglaises de l'Université Mohamed Seddik Ben Yahia-Jijel; tous niveaux confondu . Les participants ont été choisis au hasard puisque le questionnaire a été posté électroniquement et non remis aux étudiants. Après avoir rassemblé 106 questionnaires, la discussion des résultats a indiqué que les étudiants étaient d'accord sur l'efficacité de l'utilisation des jeux vidéos numériques pour développer la capacité du parler en dehors de la classe. Sur la base des résultats obtenus, certaines recommandations pédagogiques ont été suggérées pour soutenir l'utilisation des jeux vidéos numériques pour développer la capacité du parler.