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Enhancing Oral Communicative Competence of EFL Learners through Video-Games: Case of Minecraft

Case Study of First Year LMD Students of English at Mohamed Khider University of Biskra

Dissertation submitted in Partial Fulfilment for the requirements of the Master Degree in Science of Language

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Dedication

For giving me a chance to be alive and for blowing a soul in a mentally and physically healthy body, I purely thank Allah, the most merciful and most compassionate.

To the soul of my beloved Mother!

You were the reason why I went this far and why I want to go even farther. Even though, I wish that you could be here now but what I really wish is that you are happily celebrating my graduation that you were waiting for with the angels up there.

Special thanks for to Parents for raising me to be the person I am today. For always supporting me and making me feel special even though I was never a big deal to brag about. My father who trusted and believed in me; my mother who taught me to be kind, independent and to never give up. Not to forget my sister, Imane, who is trying her best to fill the spot and always acting as if she does not need anything in return. Her who learned how to take care of others before herself.

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My University family, the people whom I spent much time with for the last four years than my family. I am sincerely thankful to the time we spent together I learnt a lot and made a series of memories with you. I would especially thank my best friend 'Rabie Adouane' for being always by my side, for holding my hand when I was falling down and pushing me all the way up. Also, 'Harzallah Sabrine' for sticking with me regardless to all the bad things I might have done *'You are one of your kind!'*. The list will never end if I mention all of those who helped me and made my four years, you know yourselves without mentioning.

Abstract

The present research work is an investigation on the impact of videogames on enhancing EFL Learners Oral Communicative Competence. The learners treated in this dissertation are first year English students at Mohamed Khider University of Biskra (sample= 38). Minecraft was the videogame used for this study as it has an educational perspective (customized educational edition). It is assumed that it helps learners improve their communication skill as well as other skills such as coding. To conduct the study, the mixed-method approach was opted, and the data were collected through an observation, an interview and a questionnaire. The analysis of the data showed that there is a cause-effect relationship between the variables (videogames - Minecraft- and Oral Communicative Competence) which indicates that there is a direct impact of the independent 'videogames/ Minecraft' variables on the dependent one 'Oral Communicative Competence'.

Key words: Video-Games, Minecraft, Oral Communicative Competence.

List of Abbreviation

3D: 3 Dimensional

APP: Application

AVG: Action Video Games

CC: Communicative Competence

CLT: Communicative Language Teaching

COO: Chief Operation Officer

DoTA: Defense of the Ancient

EFL: English as Foreign Language

ESL: English as a Second Language

FL: Foreign Language

FLL: Foreign Language Learner

FPS: First-Person Shooter

GRAD: Gamer Response and Decision

L1: First Language

L2: Second Language

LoL: League of Legends

LAN: Local Area Network

MMORPG: Massively Multiplayer Online Role-Play Game

MOBA: Multiplayer Online Battle Arena

OCC: Oral Communicative Competence

OCS: Oral Competence Strategies

PS3: Play Station Three

PS4: Play Station Four

PC: Personal Computer

RPG: Role-Play Game

RTS: Real-Time Strategy

S: Sample

SLL: Second Language Learner

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General Introduction

English language has become the pilar language of the World that seekers of success want to master. Teaching this language, around the world, is witnessing an enormous positive response from the learners. Believing that having this language in one's pocket creates a comfort zone and a safety shield internationally. Nowadays, situations where people find themselves in a communicative atmosphere with either natives or non-natives of English is highly expected to happen. The way someone communicates then shows his/her communicative competence which for EFL learners is the dilemma. In other words, they find themselves able to express their thoughts; however, at some unexpected moments they deviate from the conversational flow for lack of competence for instance.

In a like manner, using the traditional ways of teaching English is no longer giving the learners what they need. The give and receive exactly what you taught does not suit the needs and it takes longer to memorize and shorter to forget if not used very often. For that, introducing new tricks to present this language to learners is a must and it is a necessity that education moves along with the revolution. In the modern age, a shift towards using video games seems to be welcoming a noticeable number of consumers. So, it is only right to exploit this tool for educational purposes; especially, improving communication. As the types varies and people look at it as a fun provider tool, redirecting the purposes of it and keeping the fun side to make a good use of it seems to have a promising result on the teaching-learning process's future.

1. Statement of the Problem

Obstacles on the way to achieving one's goals is no escape phase that every learner encounters no matter what the subject being learnt is. Nevertheless, these brakers serve as an alert that shows us where is the missing part. Sometimes, it is an indication that the methods

being followed may be the reason behind the delay in or the partial achievements of the expected goals. As a result, the learner (if autonomous) or the teacher tend then to look for more suitable methods or for replacements.

EFL learners in Algeria are likely to enjoy and benefit the class more if it contained more entertainment supplies. The lack in the materials and the verity that English is not their second language puts in hand a huge barrier that is assumed to be the cause for lack in Oral Communicative Competence. In other words, they might be using the language inside the classroom when taught, but they are not able to practice it outdoors. Consequently, the linguistic baggage is harmed and weakened due to the absence of implementation. If not treated correctly, the gap between learning the language and using it might grow worse with time.

In short, including Video games as a modern tool to teach English as a foreign or second language is predicted to make the teaching-learning process more active. Classical methods are not a subject to be eliminated, as they do have a role in introducing the basic structures and rules, yet they are not sufficient as a practical field work to understand how these rules work and how to use these basics.

2. Significance of the Study

The act of using video games for educational purposes is not that familiar in the Algerian society. For them, this virtual world is nothing but a waste of time and money, especially to parents. The urge to change this view led us to make this research. The fact that video games could be more beneficial in the educational area (which is mentioned in details and with examples in the second chapter of the present research work) cannot be ignored. Since the world is being colonized by technology, there is no other option but to use this colonization for good. What is meant by that is to make use of students' affection and addiction towards technology and video games to serve their educational career.

Based on which and as this paper is concerned with English language proficiency, Minecraft as a videogame is presupposed to enable the students with a chance to improve their oral communicative competence. As English, at first, is the language of the game (even though there is an option to change the language in the game, but we assume that an EFL learner would choose English) players are expected to gain familiarity with its structure. Then, with time, their brain would unconsciously grasp and store more words and expressions which later would come out naturally depending on the situation they face in real life.

In a like manner, this research papers attempts to clarify the relationship between Minecraft and communicative skills. Communication, to our knowledge, is not only the presentation of thoughts through speaking. It is rather the combination of the communicative skills and cognition with a goal to produce a meaningful message and thorough comprehension of the message received. In summary, the researcher might have approached Minecraft (as well as other video games) to focus on improving oral communicative competence but the other skills had also their share from the work.

3. Aims of the Study

The principal goal behind this research paper is proving how Minecraft could be used as a modern and active tool to make achieving OCC a guaranteed result. However, not only speaking skill was affected but also listening, reading and writing. the research paper aimed at giving proofs of how including the virtual world could change the view of educational environment in the eye of the learners (whether they were pupils, students or even rising researchers). It also aimed at showing parents the positive side of video games and how they can use their children's interests to strengthen their relationship.

4. Research Questions and Hypotheses

The present research aims to answer the following questions:

1. Why some students are better communicators than others?

2. How Video Games develop Communicative Competence?

3. Does Minecraft inhibit Oral Communicative Competence?

Hypotheses:

Parallel to the research questions given above a set of hypotheses that are expected to meet the expectations of the researcher are provided as follows:

1. Some learners are better communicators because they are gamers.

2. Video Games provide with the effective conditions of acquiring Communicative Competence and they motivate learners to improve.

3. Minecraft as an educational and communicative video game nurtures OCC.

5. Research Methodology

To fulfil the expected aims and goals of the study a mixed-method approach is assumed to be the suitable choice. A correlative study seems to meet the intentions of the researcher behind this case study and to test the reliability of the hypotheses. The reason behind the use of such approach is because it enables the researcher with a range of data collection methods to gather more information and an in-depth understanding of the findings.

5.1 Data Collection Methods

The study underwent a triangulation data collection method using observation, interview and a questionnaire. A long-term observation of the population for a better understanding of the issue in hand was the first step. Next, the students were interviewed to make sure that the notes taken from the observations meets the interpretation of the researcher. Lastly, a questionnaire for the chosen sample to have a clear view of the ambiguity that caused the research to start.

5.2 Population and Sampling

The population of the study was students of English division (Freshmen) at Mohamed Khider University of Biskra. The reason behind picking this specific level is that they are at a stage where they are building their communicative competence. In addition, they are moving to a totally different environment, from studying most of their subjects in Arabic to using only English. Moreover, the difference between learners' proficiency at English language could be detected easily which stands as a hook to investigate the reason why.

In the view of this, the sample to undertake the study was chosen according to their Communicative skills and their experience with using video games. Later on, the scope was narrowed to those who have played or still playing Minecraft.

6. The Structure of the Dissertation

This research paper has two independent variables which are Video games and Minecraft, and one dependent variable which is Oral Communicative Competence. The overall look of it is, general introduction, four chapters, general conclusion, appendices, list of refences, the students' questionnaire sample and Brochure for Minecraft.

The first chapter presents a historical review off communication in accordance with its definition and its relation to culture. It narrows later to focus on communicative competence then oral communicative competence. Afterwards, it discusses the speaking skill alongside its importance and the psychological obstacles that faces it. Next, chapter two tackles a historical background of video games then defines them giving their different genres and types. It also narrows the scope to speak about their relation to cognition, education, teaching and their benefits when used at schools. At last, the chapter talks about the application that gamers use in order to communicate while playing an online video game.

The general introduction presents in general, what is it about, the population, the data collection methods and the limitation of the study. Follows the introduction is the first chapter entitled 'Oral Communicative Competence'. It talks about communication history, speaking skill definition, teaching OCC and the obstacles that faces speaking and teaching it. Next, 'Video Games' is the title of the second chapter in which a timeline of the term is the opening of it. The chapter explores the different genres of video games, their types, what does each type focus on and the relation of games to cognition.

The field work in this research paper is split into two. The first part is the third chapter entitled 'Minecraft' through which a detailed explanation of the game, its history and how to install and make use of it is provided; in addition to, a thorough indication of its educational values and version. While, the second part holds the notes, analysis and results of the data collected through triangulation method and it is entitled 'The Field Work'. At last, a general conclusion presents the summary of the work and recommendations for further examples, plus, the questionnaire used sample.

7. Limitation of the Study

As the world comes together in response to the COVID-19 pandemic and to mitigate the spread of the virus, we have changed from plan A to B in our field work. By the former we mean the first designed study which was an experiment using Minecraft Education, and the latter one we mean the descriptive study

Plan -A-

The first attempt to undertake this research was to get the university administration to create a Minecraft Education Edition and get an access as a teacher to do the experiment. Before we could do that, all the educational institutions were blocked due to the spread of the corona Virus.

If only we created the account with Minecraft, the spread of the virus would have added a positive point to our objective from this project. As, the use of this video game enables teachers and students to continue on presenting lectures and projects even if they are not gathered in one physical classroom. Having an access to the game, give teachers virtual space where they can create their own lessons and join their students to the tenant. The teacher can control which student to do which activity and control the time and zone. The students are also able to virtually perform their tests, projects and submit them in a PDF form to their teachers.

The researcher's first plan was to gather the samples she collected to take a virtual classroom for two months that focuses on communicational activities. Then test the samples' level by the end of the period decided. The activities plan was to gain as much vocabularies from the game as possible, perform role-plays, divide the sample into groups and each group is asked to build patterns on the virtual world and present it (describe the building process orally).

The experimental study was cancelled due to the fact that we could not contact the administration to create an account and we could not contact the samples as we were obliged to leave University before deciding which sample to work with. as a result, the work turned into an online questionnaire (plan B) with samples that had an experience with videogames and with Minecraft (as a specific case).

Plan -B-

As the experiment could not be performed, the researcher changed method to use already dealt with researches targeting the same issue using the intended tool. The observation and the interview kept the same, meanwhile, the sample was changed and the questionnaire was added instead of the experiment.

The sample targeted in plan-A- was the one that holds students facing problems speaking English, either inside or outside the classroom, and lack of knowledge about videogames. It

was changed in plan-B- into the ones that already played video games and had an experience with Minecraft and are competent speakers. As for the questionnaire, it targeted the areas that were expected to be improved using Minecraft with the non-competent students.

At the end, the research nature moved from an experimental one to a descriptive explanatory research. Which did not help us treat the problem yet is helped prove that this solution does make a difference. In other words, once this pandemic is over, a future student researcher might undertake the same study yet with plan-A-. Or the researcher herself could continue the project with a different phase.

Chapter One:

Oral Communicative Competence

Chapter One

Introduction

Communication is for no doubts one of the most important skills that human beings need in their daily life. To communicate is to be able to transmit and receive a message and understand it between two or more communicators. The message could be transmitted through different ways and not only by speaking. However, oral communication is usually the used type. People who tend to learn a new language, put '*achieving fluency at speaking skill'* at the top of their goals list because they need to know how to express themselves orally in front of the natives of the target language. Therefore, in this chapter, we are going to tackle the term '*Communication'* and provide a detailed description to its history. Then, narrow the scope to talk about it from a scientific (linguistic) view. In other words, our research is going to revolve around '*Communicative Competence'* and *'the speaking skill'*.

1.1 Communication Historical Review

Communication existed for as long as mankind. From ancient times to the modern age, this process has had a remarkable evolution. To begin with, Caveman used to gather around fine to discuss their daily activities, that type of communication was not clear to be named until they suddenly decided to note their knowledge by drawing on walls. After they started moving out of their caves to live in other places, they realized that they need means to communicate when they are away. This need made them use smoke signals. Smoke signals started first in North America and Ancient China as a warning for an approaching danger like attacks from other tribes; however, it meant the declaration of a new pope for the Vatican (TLE,2016).

Moreover, pigeons and humans (nowadays postmen) were used by Persian, Romans, and Mughals kings for farther communication. After some time, human messengers were promoted by riding a pony to make the process faster and they called that way of transmitting messages, mails, and packages '*Pony-Express*'. In the late 19th century, the marine created '*Semaphore Flag*' communication. Information, warnings, and instructions were transmitted through this method by some sort of hand flag movements from a distance. Each hand movement indicated a symbol to be decoded as a piece of information. Right after, the Telegraph came to existence. It was a big hit away from smoke signals and semaphore flags as it made it a faster way of delivery but it did not last as long as expected. In 2003, the US stopped using the Telegraph first, followed by India in 2013 (LTE,2016).

While people were busy focusing on the telegraph, Graham Bell in 1876 was excited to find a shred of empirical evidence to feed his curiosity. His excitement made him notice that sound vibrations could reach the crossing room with the same pitch. Depending on the fact that human communication is a combination of sound vibrations too, he wanted to invent something that moves these sounds through a wire. After some failure and errors, his theory gave birth to '*Telephone*'. Inhabitants back then did not pay much attention to this invention as making a

living was hard. The telephone bills costed 72$ while living expenses cost 60$ so people did not want to waste money on such an unnecessary device (unknown, screen.5).

The next century brought a whole new form of communication, it was the '*Radio*'. In addition to broadcasting that started in 1914, Radio was a mean of Entertainment. American people loved dancing, so they used it to play songs and dance all along. Six years later, Commerce was involved as another topic at the Radio and around two million houses owned it by 1925. However, this tool was not considered popular yet until the father of FM broadcast 'Edward Armstrong' created '*Frequency-Modulated Radios*' in 1933 (screen.6). Going back to telephones, the society needed this device to be movable. As the need is the mother of invention, DR. Martin Cooper invented '*Portable Handset' in 1973* and four years later it became the talk of the nation. With the help of Cell-phones, people could easily communicate orally with their beloved ones without the use of any physical strength. This feature made them addictive and the level of stress was on the rise. Users' demands grew more when they wanted to be able to see the person they are talking to through that device. Here came the internet along with social media and blogs in 1997, though it existed way before that in 1967 for merely military services (screens. 7-8). The domain of the internet grew wider to contain socializing, advertising, information collecting, and a way for youngsters to gain popularity, personal and professional relationships through blogging.

So far, we have talked about the history of communication as a social phenomenon. As a subject of study, researchers studied this amusing incident from different angles. It was analyzed from a psychological, sociological, neurological, and even Linguistical point of view.

1.2 The concept of Communication

The word communication comes from the Latin word '*Communicatio*' meaning share or make common (John, 1999 as mentioned in unknown, 2005, p.4). This implies that to communicate is to share an information or a thought and build a common understanding

between the speakers about it. However, the task of defining this process is not easy. From the explicit shape of communication which we know as speaking or writing to the implicit side which is the whole process in the brain, numerous books and articles were created.

On the light of this, Dr. Gorden (2009, p.13) argued that it could be defined through three steps, starting from the simplest to the complicated one. At first, he saw communication as a mean to share information, then it is giving and receiving messages and, at last, it is transferring information between two people or more. At first glance, we might think that those definitions are not different, they convey the same meaning, yet, that is not completely true. If we look more closely at it, the definitions given by Dr. Gorden starts from the broadest to the narrowest. In the first approach, it is sharing of information without the focus on the nature of the information or the mean how was it shared. After that, he specified the definition to mean that it does not only go but it goes and comes back; in other words, this process is a two ways trip. At the final definition, we conclude that this two-ways communication is related to human beings.

Besides, in supporting the first idea that communication is a sharing of a common sense, Fred (2010) explained that if the two parts involved did not come to a common result then it could not be considered as communication (pp. 1-2). He continued by breaking down its process in which he said that it begins with a sender, who has a desire to transmit a thought or a feeling, and ends with the receiver who is expected to respond later on. So, at first, the sender encodes by words, gestures or symbols a message that can be verbal, non-verbal or a written language. Then, this message is transmitted via phone, e-mail or even face-to-face; in other words, a channel. Finally, the receiver receives the idea and decodes it then gives feedback according to which, the sender knows if his message was interpreted correctly.

Again, if nothing (meaning noise like emotions, language barriers…) interrupts the flow of the communication process, then it is considered as effective communication. In the same vein,

Nick Sanchez added that the sender usually assures that the intended meaning from his message is completely understood by the receiver is there is no negative impact on the process (p.1). Some of the barriers he mentioned were incorrect grammar, inappropriate medium, inflammatory words, and technical jargon.

In short, quoting from the Editorial team 'Communication is a simple process, yet showing complexity in some aspects. Different ways of communication and the distances over which one is required to transfer the information make the process complicated' (2019, p.1). If we are to explain this is different words, we can follow the steps but we cannot guarantee the results. As various factors affect the understanding of the idea, and one of the main factors is the cultural background.

1.3 Communication and Culture

Before we jump to the relationship between culture and communication, we better examine the word 'culture' and then its use in communication. The origin of the word culture is the Latin word 'Cultura' meaning to cultivate or build on; this term had been defined differently due to the diversity of theories to understand the human existence and experiences. Thus, the common understanding of culture is it refers to the shared values, behaviors and beliefs amongst a group of people. It also can be embodied in their music, literature and art which in this stream is aligned with civilization (Fawzia, 2008, p.47)

If we are to include civilization in defining culture, we would be speaking about the social rank and how these beliefs and values and transmitted to the next generation. Yet we are concerned about its impact on the way people communicate and use language which in the same picture still has a relation to the way a community is built. Sanchez when explaining the relation between culture and language stated that

'Infants learn a language for the purpose of functioning in a particular

cultural and language community-that is, language allows us to be able

to communicate in a culturally appropriate manner within a particular

linguistic community. It is the cultural community, including the family

and other members, who identify the key concepts and categories that

are important to consider and pass them on across generations'

(Sanchez, 1999 as mentioned in Fawzia, 2008, p.48)

To put it in different words, the way a community interacts includes the social norms they were raised upon. Sharing the same cultural beliefs, people adapt a specific manner of communication that is passed through the next generations. Furthermore, the relationship between culture and communication is intimate and old in history (Encyclopedia, 2020, screen.3). There would not be a culture if there was not communication at first. For instance, if the primitives did not find a way to communicate and pass along their culture through symbols and drawings, we would not be able to know about their experience nowadays. In the same manner, if they did not have a culture or something they wanted to transmit, they would not have communicated.

1.4 Interculturel Communication

Communicating within the same culture is a natural, error-free process (one cannot commit an error in his mother tongue as speaking that language fluently is a given), but it can be disastrous if we want to cross-culture communicate. In other words, we are to face difficulties when communicating with others with a different cultural background.

Intercultural is a combination of the prefix 'inter' indicating 'Between' and 'culture', so together it refers to the cross-cultural interactions. According to Study.com website, intercultural communication is the phenomenon describing how two or more cultures

communicate (2003, screen.1). The website mentioned in addition to this that it allows positive and productive interaction, the individuals interacting are both trying to improve their communication skills regarding the foreign language (FL). However, this does not imply that any of the communicators should abandon their culture and values to adopt the other's as they are only interacting for the sake of using a FL.

Studying intercultural communication helps us step outside of our comfort zone and gain greater self-awareness (Unknown, 2016, p.43), meaning that we come to understand our own culture much better when we are exploring the other's. In another note, it can help us develop an understanding to the changing world, economies and technologies (Martin & Nakayama, 2011 as mentioned in Communication in The Real World, 2016, p.43). Due to the fact that we looked at differences of other cultures and adapted them while trying to self-improve, it is like looking at the same picture from a different angle or lens.

Yet, understanding and accepting the differences in other cultures is not the only requirement, in addition to good language skills, for intercultural communication to occur. It demands another set of skills that are 'A Starting Point of Communication, Knowledge for Intercultural Communication, Applying your Knowledge and An Understanding of Differences' (Jane, 2020, screens. 1-5). To begin with, for an Effective Intercultural Communication demands knowledge and skills to avoid misunderstandings between the international communicators. Then, collecting information from distinct areas of the other culture such as behavioral norms, language use and way of living. After we have collected the needed knowledge, it is time to use it. It is preferable if we adapt to the other culture and learn their language (at least a few words), apologize for mistakes and make sure we understood and we are being understood as well. Finally, intercultural awareness which indicates an understanding that individuals are not always bounded to their culture, so we have to go farther than halfway.

'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart' *(*Nelson Mandela*)*

In other words, if we want our words to be fully understood by the other part, we ought to learn their language because they will pay more attention to what we are saying.

1.5 Communicative Competence (CC)

In this changing and developing world, an individual is likely to face a situation where s/he has to speak in a second language. The scenarios vary but the problem is one, second language learner (SLL) is required to at least manage a basic conversation. CC is a term in Second Language Acquisition (SLA) that, supposedly, began on the 1960s with Chomsky when he distinguished between 'Performance' and 'Competence'. Whereas, the majority of linguistics researches done regarding this topic refers to Hymes, who argued against Chomsky's point of view as he only focused on the grammatical side to describe CC (Hymes, 1972, p.280 as mentioned in Lynn, 2014, p.3).

To Hymes, being able to compose a grammatically correct sentence does not necessarily mean that the encoding by the second language speaker (L2) and decoding by the native language speaker (L1) of the intended message is the same (Lynn, p.3). Syntax, semantics, pragmatics and even social aspects (register, dialect, rank… etc.) build what he called Communicative Interference (CI). So, to summaries the meaning of CC, we ought to say that it is being able to communicate and use language with fluency while culturally and socially accomplishing tasks through extended interactions (Lynn, 2014, p.6).

In another definition, quoting from Saville-Troike (2003) 'Communicative Competence – Involves not only knowing the language code but also what to say to whom and how to say it appropriately in any given situation' as cited in (Essays, UK, 2013, screen.5). It is related to the definition provided by Hymes (1972) in that knowing the language only does not help make a

successful conversation, there has to be a total understanding and consideration of the targeted community culture and social appropriateness and rank.

As a conclusion, the definitions vary but the meaning is one. CC depends not only on knowledge about language but also on the user's skills and abilities.

1.5.1 Oral Communicative Competence (OCC)

From the naming, OCC is the use of CC in Oral Communication. In a definition given by Brown and Yule (1983), OCC is the meaning constructed as a result of an interaction. Meaning, the information processed and its intended indication.

Likewise, Bygates (1991) claimed that it refers to the capability of forming tangible sentences regarding social context; supporting him, O'maley and Valdez (1996) believed that it is the ability to perform an understandable conversation between two communicators (as cited in Mrazga, 2019, p34). Finally, in simpler words, OCC is 'The ability to communicate orally using various oral communicative strategies for various communicative purposes in various communicative contexts with various communicative communities' (Amizura et all., p5)

1.5.2 Oral Communication Strategies (OCS)

In a situation where a sender and receiver of the message have a different language background, difficulties in getting the intended information is a given.

Strategic Competence according to Swain and Canale (1980) is 'Verbal and Non-verbal communication strategies that compensate for breakdowns in communication due to insufficient grammatical or sociological competences' (2012, slide.5). That is, OCS help repair the mistakes committed by the communicators due to their lack of competence in the target language. Oral Communication Strategies work on keeping the flow of the conversation going, preventing the awkwardness that usually occurs when using the second language.

The main OCS are Time-gaining strategies, Maintenance strategies and Help-seeking strategies. The former refers to the use of fillers (Um… Well… etc.) to gain time to think before giving the next word. The second is divided into making positive remarks or comments such as '*oh, I see… sounds good! …*' and shadowing meaning to repeat what the other person said as a response. For example:

A: I study Linguistics

B: Ah, Linguistics!

Meanwhile, the latter is about asking for help (as how to pronounce this?), asking for repetition (pardon?) or indicating a problem (I could not hear you because of the noise) (Patricia, 2012, slides. 9-17). If a second language user learnt about OCS, s/he is likely to prevent misunderstanding, communication breakdowns and will be able to keep the conversation last for a longer time. To conclude, Communicative strategies enhance the effectiveness of communication in general, even if the communicators had no difficulties in oral communication (Fatima, 2012, p.27)

'Communication Strategies are the blueprint of how the information will be exchanged' (Ashley,2003-2020, screen.1)

The meaning behind this is pretty clear, Communication Strategies are the plan on which the whole conversation is built upon. The process, the speakers, the interpretation…etc. they help the communicators have an in-hand view of what is communicated.

1.6 The Speaking Skill

Speaking is one of the four language skills (Writing, Listening and Reading). Even though the four skills are important, speaking grabs the attention of Foreign Language Learners (FLLs) because it is necessary for them to communicate their thoughts properly.

1.6.1 Defining Speaking

Speaking can be an active or productive tool. We use it to fulfil personal needs, like asking for help or presenting our work or introduce ourselves, or others' needs like answering their questions or respond to their requests. It is also a mean to tell stories from the past or present or talk about future plans (Soraya, 2010, p.7). In a like manner, Burns and Joyce (1997) claimed that this process relies on the communicators, the context and the purpose behind it. In other words, users should be able to communicate their ideas correctly and appropriately respecting the grammatical, discourse and pragmatical rules or oral communication (as cited in Assma, 2016, p.4-5).

Learners of a FL are required to be able to successfully transmit the intended meaning, that's why they are not only supposed to know how to speak a written piece but also have a general understanding of the message in hand from all the aspects. Likewise, Hymes (2003, p.4) believed that 'When you know a language, you can speak and be understood by others who know that language. This means we have the capacity to produce a sound that signifies certain meaning and to understand or interpret sound produced by others'

What Hymes meant by 'knowing a language' here is not knowing its grammar or vocabulary; it, however, means knowing how exactly the message should be sent and in what manner. It also means having a common sense about the interpretation of the message that we uttered.

1.6.2 Speaking Vs Writing

Back in the 1960 when Chomsky's view on linguistics was dominant, spoken language was not studied as it was regarded to as disordered and could not be recorded to be analyzed. Hence, when technology developed, specialists could finally record a conversation and study them which made Schegloff and Sacks (1973) oppose Chomsky's view and concluded that spoken language was rather Systematically organized than disordered (Kenta, 2014, pp.4-5).

Akinnaso (1982) pointed out two differences between the two forms of communication. First, he saw that speaking and writing had the same grammatical form yet they might have slight differences in lexis. Second, both forms are autonomous and have nothing in common; in other words, they are completely different (Kenta, p.4). Instead of relying on the fact that spoken and written language are different, Chafe (1994) provided six ways of how these two differ.

	Spoken Language	**Written Language**
Rapid fading	Sounds fade real quick, they are only valuable at the time and space where they were uttered.	We can read books anywhere and at any time. Written form is permanent and transportable.
Tempo	Delivering a spoken language is fast.	Written language is slow to produce.
Spontaneity	Speakers usually speak their minds without focusing on the words and sentence type used.	Writers find it easy to produce full and complicated sentences, also to check the content.
Richness and Prosody	When speaking, we have a total control over our tone.	Writing, however, does not allow that.
Naturalness	Speaking does not need any tool; it is a part of us.	Without something to write with or on, we cannot do the writing.
Situatedness and Disituatedness	Usually, speakers are physically near each other (same place).	Writer and reader could be miles away from each other (disituated).

Table 1.1: Differences Between Spoken and Written Language

Despite the differences between the two modes, we cannot assume that they cannot be used together. We can speak as we write, just like teachers do when explaining the lesson. Their differences complete the missing in each mode.

1.6.3 Importance of Speaking Skill

For a FL learner, mastering speaking is a must-do step. If the curriculum ended without the learner being able to express himself, then the process is a failure. This does not indicate that the other skills are not important but when interviewing the students about which skill is more important, the speaking skill was the answer.

We communicate through speech. We express our ideas intending to transmitting a meaningful message as we expect others to do the same, for this reason, there should be no gap in the communication stream. The way we speak defines the effectiveness and creativeness of our thought which makes the importance of speaking skill enormous. The other language skills are also involved in the communication activity but the focus is always on how smooth the speaker is with words. A well-trained speaker grabs the attention of the audience which enhances his personal and professional life (Ishrat, pp.2-3).

'I am a writer of Books in retrospect, I talk in order to understand, I teach in order to learn' (Robert Frost)

When trying to make others understand where we stand and what we want, we come to understand ourselves better.

1.6.4 Psychological Obstacles of Speaking

As we have mentioned earlier, speaking is a very important skill to be mastered regardless to the FL the learner is learning. Despite following the right steps to be good at this skill, some learners face obstacles on the way. Psychological obstacles that prevent learners from achieving their desired goals vary but some of them are dominant.

Soraya (2010, pp.15-17) stated some of the difficulties that FLLs come across in the learning process. To begin with, learners usually lack interest in the subject chosen by the other side. This lack makes them avoid the task of communicating in the classroom or in an

environment where the speaking is taking place. Another side effect of lack of interest in the subject chosen is shyness; the learner, in this case, chooses not to participate because s/he is afraid to be criticized for his/her limitations. Furthermore, poor listening is also a common difficulty that learners face. When training on being a good speaker, the listening practice is neglected or given less importance which results in miscomprehension of the discussion.

Again, due to their limited vocabulary, learners find it hard to use appropriate words that could express their thought as they wish. This inability to comfortably self-express makes them frustrated and anxious which could result in stuttering. Finally, the psychological difficulties might have different names but they all have the same effects. Learners should bear in mind that learning a foreign language is not an over-night task. It needs patience, focus, hard work and the most needed aspect is practice. On the other hand, teachers should be aware of their students' obstacles and should know how to make the environment comfortable for their learners to feel at ease and have positive outcomes.

As a final remark, teachers can use different methods that would make the learning process fun and avoid the stressful times. Some of the methods are communication classroom games such as role-plays, guess the word, debate and simulation.

1.7 Communicative Language Teaching (CLT)

CLT approach does not focus on the teaching of the four skills, instead, it focuses on teaching students how to use these skills correctly in real-life situations.

This method was introduced to China in the early 1990s; its main features were student-centered, independency and pair/group work. According to Jin (2007), CLT was a student-oriented method where the teacher encourages the learners for active participation during the class. In addition, s/he should help them depend on themselves as they will not be having his/her feedback when they face a real-life event. At last, having the class working in pairs or

groups helps them understand how the language works. Even though the atmosphere was suitable, adapting CLT in China came across some obstacles. For instance, the class size was not in favor of the method. For a class with 50 students and 45 minutes for the English session, the chance of practicing speaking is reduced to less than a minute for each student.

Going back to the definition of CLT, Patel (2008) is on the same side as Jin saying that it does not only enhance grammatical competence but also develops learners' understanding of what to say, how, when and where to fulfill a daily need (p. 94 as cited in Andhika, 2015, p.5). Matter of fact, this approach witnessed a lot of researchers' interest, it has been defined throughout the years but it had a common indication which is 'knowing how to use the language correctly'. For example, the following definition

'Communication Language Teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life.' (Venkat, 2015, p.22)

1.8 Communicative Language Teaching Advantages

We could probably get some advantages of this method from the definitions given by researchers. We could say that it makes language studied as a mean of communication, also it helps learners know what is appropriate to be communicated regarding the context.

Venkat (2015, p.24) set up a list of the advantages, we can mention:

a. The teacher is a monitor.

b. As learning is active and student-oriented, learners design their learning plan.

c. CLT puts more attention to learners' needs.

d. Learners are motivated when CLT is used, as they are the ones who participated the most in the learning process.

e. Grammar is learned through context.

f. Teachers are only facilitators and learners are their own teachers.

g. The basic language functions covered by CLT are greetings, asking directions, self-introduction, expressing likes and dislikes, enquire hobbies and interests.

The list could go longer and this is a positive indicator that CLT is a successful and productive method. In the same vein, the teachers' role is not neglected in this approach. It is still important for the facilitator to correct and monitor the learners' understanding and usage of language.

Conclusion

In short, being able to share our thoughts and feelings through words is a different shade of joy. It could only give us satisfaction if we could transmit the idea exactly as we have it in our minds and not being able to do so is stressful. For this reason, the teaching of communication (communicative competence/ communicative language) is the main focus of teachers. As they want their students to successfully express themselves without being limited, they are using different materials to achieve such a goal. Speaking in a foreign language is not an impossible task but it needs hard work and practice. Reaching the level where a learner can forward the message correctly gives the speaker high self-confidence and encourages him/her to go for more.

Chapter Two:

Video Games

Chapter Two

Introduction

In this chapter we will talk about the term 'Videogames' and how it influences the language learning process. Together we will discover how can this outside the classroom activity be a useful and a productive method to develop communicative competences, especially the speaking skill. Back in the days, Videogames were seen as a waste of time and a mean to develop a sense of violence for those who use them; in contrast, gamers have shown that this digital world holds more benefits than it seems. Henceforth, we opt to prove that the usage of such tool is of noticeable help for English language learners. As it provides them with a nativelike environment where they can practice speaking with natives to fulfill the game missions. In this chapter, we will start with an overview about Videogames and its types and how it developed through the years. Then, we will provide certain games as examples and explain how it will help when used correctly. Finally, we will conclude with the suitable application that gamers use in order to actively communicate within the game.

2.1 Videogames Time Line

2.1.1 The Beginning

Even though Videogames are seen as a tool of having fun nowadays, their history actually started in scientists research labs. According to History.com editors (2017), XOX game was first created by Professor A.S Douglas in 1952 and introduced it in his doctoral dissertation at Cambridge University. After six years, William Higginbotham came up with TENNIS FOR TWO analog computer game and connected it to large oscilloscope screens for the National Brookhaven annual visitors' day in New York. On 1962, the first multiple computer installations videogame was invented by Russel Steve at Massachusetts institute of technology. The game was called '*Space War',* a program data processor-1 (PDP-1) space combat videogame (screen.2)

2.1.2 Time for Consoles

Space war was the motive for computer videogames to start. Ralph Baer, who's also known as the founding father of video games, created the '*The Brown Box'* in 1967 which he licensed later on to MAGNAVOX (TheUpLiftingGuy. 2017).

1972: first console videogame '*Odyssey' (*collection of 28 videogames). One of the games motivated the creation of the first arcade videogame '*Atari's pong'.*

1977: Atari released '*Atari 2600'* which provided a multicolored game opening the door to the second generation of joystick videogames.

1970-1980: these ten years witnessed the invention of the legendary videogames which are 'Space Invaders arcade 1978, Pac-Man, Nintendo's donkey Kong in which Mario character appeared for the first time and microsoft's flight stimulator game'. (Screen.3).

2.1.3 3D Videogames Arosal

Three-dimensional aspect was presented at the fifth generation of videogames. Sega released *'Virtua Fighter'* in 1995 which was the first 32_bit game played on CD rather than cartridges; in contrast, Nintendo released its 64_bit '*Super Mario 64'* on cartridge. However, both Nintendo and Saturn could not beat Sony's profits which invaded the Games market and continue to do so for the coming generation which witnessed the creation of PlayStation 2 in 2000. (Screen.5)

2.1.4 Modern Videogames

Games industries and games developers do not seem to know the finish line. They were, still are and probably will be hungry for inspiration to created and developed more of this virtual world.

2005-2006: Sony's Playstation3 (PS3), Microsoft Xbox 360 and Nintendo's Wii were launched.

2007: Microsoft took over Sony by releasing its ecosystem online gaming that allowed it to win many Game Critics' Awards.

Despite the fact that Nintendo was left behind, it got back again when it launched the *'Motion-Sensitive Remotes'* which took the world of gaming into an active way where players can literary move along their character on the screen and it was the deal for retired people. By the end of 2010, videogames spread into social media reaching more flexible audience and making its way to gain massive profits. For instance, *'Angry Birds Mobile Game',* created by Rovio's company, achieved 200$ million in 2012 (Editors, 2017).

Today's generation of Videogames which is the eighth generation, started when Nintendo released Wii U in 2012 followed by Sony's Playstaion4 (PS4) and Microsoft's XBOX ONE in 2013. However, Sony did not settle for the strong competition and launched Playstation4 Pro which had the 4K feature and by that it became the first company to use the

4K quality on its games in 2016. Tailing it, Microsoft launched XBOX ONE X in 2017 with the 4K motion also (screen 6). Now that we spoke about the history of video games, we should know what is the nature of each game and how are they categorized.

2.2 Genres of VideoGames

There is a dozen types of Videogames and each type has its specific characteristics; however, some videogames hold more than one genre within it. Finding the right videogame to play depends on personal preferences, for that we will provide a brief explanation of each genre so that it is understandable what do we mean by videogame genres.

2.2.1 First Person Shooter (FPS)
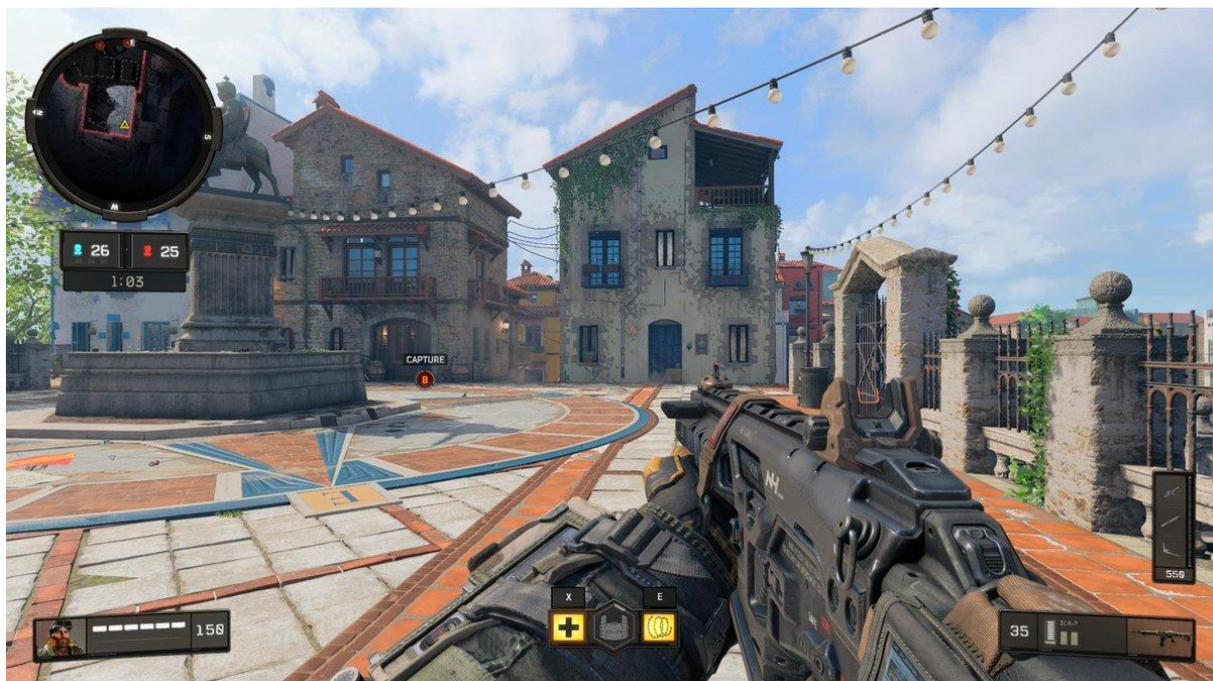
Figure 2.1: Call of Duty Black Ops4

First person shooter games allow the player to experience the game in the eyes of their game character unlike third person shooting games, where the player sees it avatar and the other players from behind. FPS is a video game genre focuses on gun-fights from the view of first-person.

This genre originally started on 1970s with the game when *'Maze War'* came to existence but it only become known when *'Wolfenstein 3D'* was launched in 1992. FPS type is well suited for players who seek adrenaline rush and action lovers, yet this does not neglect the fact that some games has a deep storyline. Enemies on this game differ from demons and zombies as in *DOOM* to Nazis like in *CALL OF DUTY* (LakeHouseMedia. 2020, screen.1).

Examples of FPS games: in addition to the two mentioned before we can add

*Counter Strike: Global Offensive (CSGO)

*Left for Dead

*Overwatch

2.2.2 Real-Time Strategy (RTS)

Figure 2.2: The Last of Cohort

Real-Time strategy games are a sub-genre of strategy games. People who play this type are those who prefer building units and weapons from sources they collect through the game to vanquish the enemy. The structure of these games might seem old fashioned as players use

spearman, horseman and bowman to build their army, yet it never fails to provide the right amount of fan. It traces its origins to the 1980s with the game called '*The Ancient Art of War*' in which players are required to follow a certain order of attack to conquer the enemy on the opposite side. Through the years, this type of game was developed to stimuli the real-world events; for instance, the hundred years war and the battle of William Wallace and England which were stimulated in *Age of Empires 2: Age of Kings* (LLC, screen.2).

Examples of this genre would be:

*Minecraft

*StarCraft (South Koreans favorite)

2.2.3 Role-Playing Games (RPG)

Figure 2.3: Skyrim Elder Scrolls V

When we say a roleplaying game, it is like we are saying imagination. In the genre of games, the gamer has no limits of what he can do with his character from creating the outfits to the background story. The game gives instructions to be followed but that does not stop the player

from discovering and going against the orders. According to *Gamedesigning* website, this genre is perfect for gamers who tend to search for freedom of choice, set their imagination of fire and a well-presented storyline (2020, screen.3)

Examples of RPG scan be:

*Skyrim

*Assassin Creed

*The Witcher 3: Wild Hunt

2.2.4 Massively Multiplayer Online Role-Play Games (MMORPG)
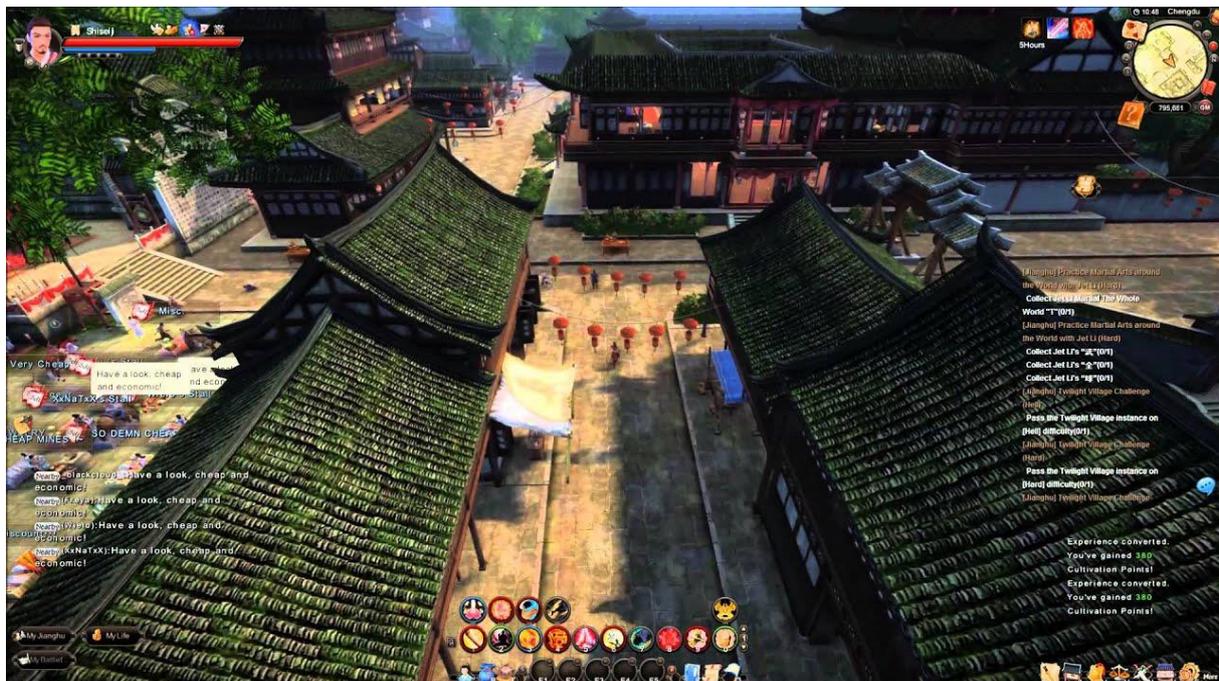
Figure 2.4: Age of Wushu

From its name, MMORPG is a combination of two genres, Massively Multiplayer Online games and Role-Playing games. Henceforth. Players are still going to be controlling their characters and the way the game works yet not only one player will be controlling that world but also many others who have joined online to that field. A gamer has the choice though, playing in a Player vs Environment (PVE) server where there will be only him against the

Environment or Player vs Player (PVP) in which he will play against another human player and the game will be more competitive (LLC. 2020, screen.4)

This genre is suitable for players who enjoy playing with their friends, where they can team-up to go against another team. Examples of it would be:

*World of Warcraft (which was considered as a bombshell when it got released in 2004 since Blizzard developed the RTS warcraft to be an MMORPG)

*Ever Quest

This genre is like a virtual society creating where different players from different areas meet online to fulfill the same quests.

2.2.5 Multiplayer Online Battle Arena (MOBA)
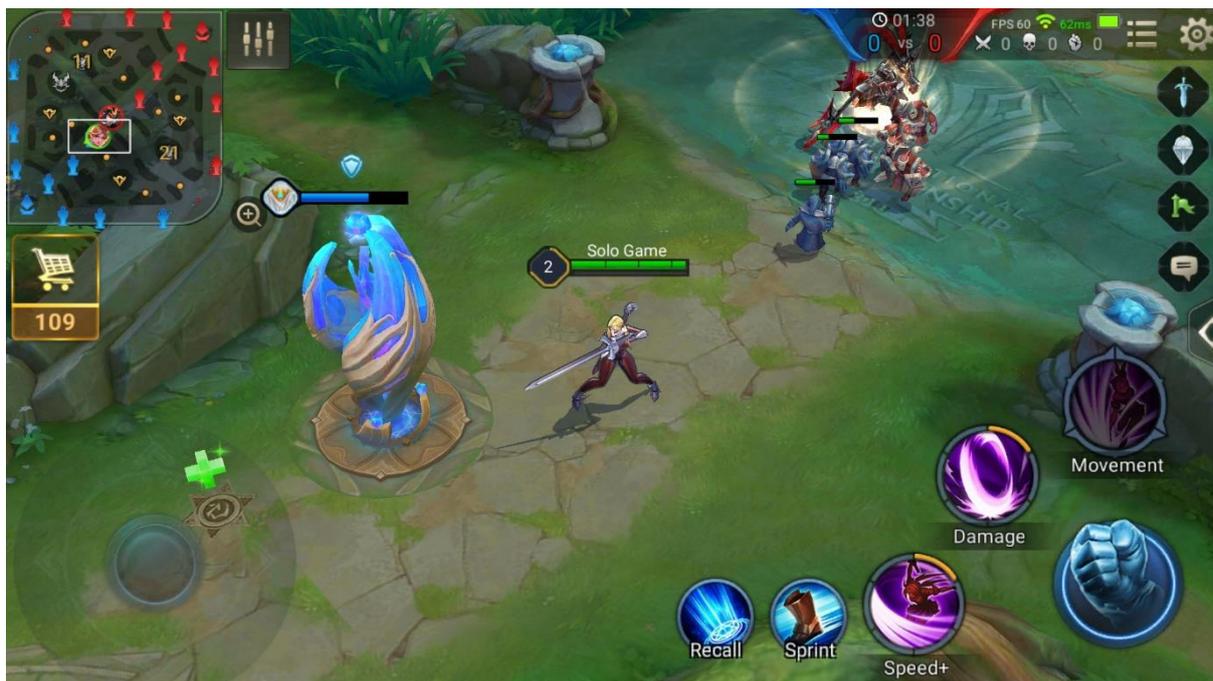
Figure 2.5: Smite

Multiplayer Online Battle Arena is a fusion of real-time strategy, action and role-plying games. The goal of games from such genre is to destroy the opponents spawn and defend once

own from the enemy's attacks. The characters are different and they develop different skins and abilities during the game or when they level-up.

This genre started along when StarCraft: Aeon of Strife and Defense of the Ancient (DotA) came out in 2003. The game was about two teams each had its own base to protect and the goal was to destroy the opposite team and restore their sources to zero. Furthermore, this type has become a source of income for players. Esports the suspensor of such genre gained enormous profits from the competitions and torments that it held annually. One of the significant games that is played all over the world is *League of Legends*. In 2018, League of Legends championship grand prize was 6.45$ million and it was splitted over 24 different teams. The winning team that year was of China *'Ferrari_430'* led by Luo Feichi that came out with 2.4$ million (LLC. 2020, screen.5)

In the same vain, the MOBA games are now seen by gamers as a career. Teams get trained and go worldwide to compete against others for the name; for them it is not just a game but an honor to defend.

2.3 Videogames and Cognition

Our brains are affected by a diversity of factors. Each action whether was it external or internal leads to a reaction which is known as *behavior*. Video games are one of the factors that cause a direct response on our brains. Studies conducted by researchers and neuroscientists on this matter showed that action video games (AVG) effect our cognitive abilities such as attention, fast reactions, recognition of time and space, multitasking and so on in a positive way. Green et all. Conducted a study that resulted in proving that AVG players show better speed of processing and greater visual memory than non-AVG players (2010 as mentioned in Science Direct, 2016, p.01)

Peter gray in his article *Cognitive Benefits of Playing Video Games* (2015) explained how do these types of games effect the cognitive function. According to him, a correlative study may be a suitable path to distinguish between gamers and non-gamers but it cannot give a finite result that video games necessarily improve our cognition. However, an experimental study is the right choice for such issue. To him, making a group of non-gamers play games for a definite number of hours for certain period than compare them to a control group shows in fact a genuine change in the cognitive abilities of those candidates. The results were as follow:

2.3.1 Improvements in Basic Visual Processes

Players who suffer from Amblyopia which is an eye disfunction that grows up with the person since his childhood and is known also as *lazy eye* disease, tend to heal from it. To prove this result, Li and colleagues conducted a study on two groups where the participants were only using the sick eye. The first group was asked to play AGV while the other group did different tasks such as knitting and watching television. The comparison showed that those who played AVG improved in contrast to those who did other activities (2011, screen.2)

2.3.2 Improvements in Attention and Vigilance

Starting from spacial attention to overcoming dyslexia, video games had a massive role in that. Green & Bavelier (2012, screen.3) stated that a sense of great driving ability is arising from video gaming as players develop a skill of detecting moving objects quicker and perform better at tracking them. In addition, a study held by Franceschini et all. on 2013 showed that dyslexic children responded positively to video games to overcome their sickness than to their treatment program.

2.3.3 Improvements of Ecxutive Functioning

Executive Functioning stands for the ability of decision making and problem solving. In a test called *Multi_Attribute task battery,* the goal is to keep the object in the center of the screen together with monitoring the fuel level while listening to the instructions and responding to

them using a joystick. Studies showed that test takers who experienced 50 hours of action video games tend to perform better (Chiappe and colleagues, 2013, screen.3)

2.3.4 Improvements in Job-related Skills

When applying for a job, certain skills are required in order to stand-out between the long list of applicants. People who are experienced with video games tend to be more flexible and have better eye-hand coordination, for this reason they are most likely to be selected. Gamers regardless to their lack of experience in the work field do not show hesitation and show unique responses when tested (Peter, 2015, screen.6)

The research on the impact of video games has not come to an end. Throughout years, this topic attracted psychologists and neuroscientists who were encouraged by the results to figure out other effects of video games on cognition and behavior. As this was their interest, whatever seems to make a change at the level of the brain is a matter of study and research. This what encouraged them to go for experiments to discover what other aspects and to what extant these tool impact cognitive abilities. On 2017, a study on same matter showed that video games do not only change the mental skills but also effect emotions (Federica, Ambra and Fabrizia, 2018, screen.11). In the same vain, a research paper was published on 2018 by team members of New Paltz Evolutionary Psychology Lab discussed Nesse and Ellsworth's research on emotions (2009). The study was conducted by creating situations in the *second life* platform (second life is a type of video games similar to massively multiplayer online role-playing games. It is an online virtual world that has its own currency and people can create their characters to meet and experience different real-life-like situations). Participants on this study were tested by experiencing the follows:

- Finding food V.S. not.
- Successfully walk across a high balanced beam V.S. fall to death.

- Being liked in a meeting and getting a VIP status V.S. failing to get the VIP status.

- Making a lot of friends on an isolated island V.S. making no friends and getting exiled from the island.

After each study, participants were asked to describe how they feel. The results were as follows: those who succeeded in the tasks felt happy and confident while those who did not felt embarrassed, ashamed, sad, anxious and frustrated (Glenn, 2018, screen.3). As a consequence, we come to notice that video games do in fact change the emotional state. It is a mean through which players can express feelings and through which their emotions can be manipulated.

2.4 Video Games and Education

Although the term 'video games' gives an impression of waste of time to some people and mainly parents, it is nowadays one of the most used tools in universities and schools all over the world to learn and practice what has been learnt in the classroom. This virtual world in addition to being a fun escape from reality, is a community that gathers diversity of ages and interests usually to fulfill one goal that is 'winning the game'. The history of including video games in the educational curriculum is not new. Ever since 1957, the University of Washington has been considering the use of such a mean for students to develop their skills at collaboration and management (teachthought, 2012)

On 2012, an article was posted on 'teachthought.com' website mentioned a collection of universities that are using games as a vital tool to encourage their students to do better. Examples of those universities were Harvard Medical School where DR. Bryan.B, a developer of health-related video games, insisted on using these games to reduce costs and improve the learning outcome as the students will be encouraged to learn by games. Another example would be Florida State University College of Medicine are using ELDERQUEST game to practice the tricks they have learnt in the courses (screen.6). The game is about nursing a wizard to regain his powers; it has a multiplayer option where the school staff can join and help perform a real-

life like nursing situation. In other words, the game is a virtual imitation to a nursing class. Rather than risking a life by bringing the newbies of the medical field at Queen's University at Canada to perform a surgery, students are using a Wii-like stimulus to practices surgeries before they set a foot on a real hospital (screen.9). On the same vain, University of British Columbia is using MedIT program that was developed by Dave Lampron to help students learn diagnosis. The administration at the school claimed that even students who live far away from the University and stay at the campus find it handy to do the courses and practice online with the help of the games.

The list is way longer than this, the number of universities that depend on the use of video games to provide a practical environment for their students, especially medical universities, is increasing as the years are passing. If it could make it possible to perform a surgery in a virtual world and which results stay true for the real world, the possibilities of using video games to enhance productivity and reduce lost in another field is expected. From our perspective and depending on an already proven hypotheses about video games and their positive use, we come to imagine that there will no longer be there a need for rehearsals or experiments in the real world. It will all be expertized virtually and only workable hypotheses will be used in the real world.

2.5 Video games and Teaching

Following the same stream, University of Central Florida is training students to become teachers without being in a real school. Student teachers are simply exposed to '***Star Classroom Stimulator***' where student teachers use headsets to interact with five stimulated and controlled in behavior from the outside students to test the student educators' actions (staff, 2017). Texas A&M University on its website published an article answering the question 'How can Video Games Impact Education?'. In that article, Dr. Sam Van Gillern said 'We want students to learn, and if games can help them learn by promoting motivation, engagement and ultimately learning,

then we should use games as much as we would want to use anything that is an effective learning facilitator' (2018, screen.1)

Dr. Sam as a life gamer wanted to create something that relates his hobby to his work, so he came with '*Reader Response Theory*'. His idea revolves around the interpretations that readers make while reading a book. He said that those understandings differ from reader to another and that what makes reading addictive, he shifted this analysis to include games and ended up with the idea that when playing a game, gamers make decisions and those decisions are the reason behind each gamers' unique experience to the same game. in other words, reading the same book but interpreting differently is not different than playing the same game but making diverse decisions through the game's events. His analysis became a new vision that was called '*Gamer Response and Decision' Framework.*

Through GRAD Dr. Van clarifies that every decision a gamer make in a gameplay results in how the story of the game develops later on. He added that he would want learners to play and analyze the surroundings by their own so they will engage their metacognition and metacognitive users are known to become successful in the future. One of the games that he recommended was *Minecraft.* To him, this game provides the learner with a diversity of learning options such as analyzing the characters stories, building materials and finding minerals and learning about measurements. These objectives are already considered as literacy, science and math learning. Dr. Sam Van Gillern supports the use of games in the teaching field '*We can do students a favor by using video games as a vehicle for student engagement, motivation and learning' (*Dr. Sam, 2018).

2.6 Benefits of Playing Video Games

2.6.1 Social side

In addition to enhancing the educational record, video games have other positive factors. From the social side, they push introverts to overcome their social fright as they find themselves obliged to communicate and build a relation with their teammates in order to win the game. when they self-present they receive an audience and with time they have to give their audience something to look up to so they will not leave. Like this, introverts overcome their fear of interaction and blend in with the others; and once they get used to it in the game, making friends outside of it becomes an easy task.

2.6.2 English Language Learning

English as a Second Language (ESL) teachers now find it easier to use games in order to teach the language. At Kanda University of International Studies, learning through gaming was presented as a new case study by Jared.R Baierschmidt (gamersensei, 2018). The results of his study showed that 39% of his participants claimed that using multiplayer games in their study helped them understand their partner as they communicated while playing. As we have explained before (p.6), online multiplayer games involve players from all over the world and being able to actively communicate as playing a game creates a sense of cooperation between the players and so English language is unconsciously practiced.

Baierschmidt added that the majority of those whom he taught said that they will continue on using games to learn English even when the course ends. This indicated that the method succeeded in making the learners enjoy the task of learning a language.

2.6.3 Concentration and focus

It is well known how hard it is to control a child, what if this child had Autism or ADHD. Jamie Martin, a parent of a child with ADHD wrote an article about how did games (Minecraft

specifically) helped his son stay calm and learn. He stated that like any ADHD patient, his child cannot focus but surprisingly he finishes all the tasks the game gives him patiently. So, one day he decided to join his son in order to monitor him (James, 2017, screen.2). He gave him tasks and each task focused on a specific skill. The tasks were like in the table below

Task	Skill
Build a Shelter	Planning and Prioritizing
Keep Track of Inventory	Organization
Use a Crafting Table	Working Memory
Handle the Unexpected	Flexible Thinking
Explore Temples	Impulse Control
Build Machines	Self-monitoring

Table 2.1: Tasks and Skills Developed by ADHD Patient While Playing Minecraft

From what the table shows, Minecraft did improve the child's concentration and activated his cognition skills. In this case, he could as well develop these skills beyond the game set and overcome his attention problems.

If the game could help James's child then it should at least be considered when treating cases like his. According to GamerSensei, the game has also a server designed especially for people with Autism and similar sicknesses (screen.2)

2.6.4 Learn from Failure

When gaming, we experience unexpected events. At some point we fail to fulfil the task in hand and the game starts over which leads at some point to stress. However, the feeling of the challenge makes us as gamers refuse the defeat and brainstorm new ideas that could help us succeed the mission. This habit grows up within the player, without even paying attention. s/he

would want to learn from the falls in life as with time they will start relating real life tasks to the game life tasks and that challenges them not to give up but to look from another perspective just like they did in the game and succeeded.

2.6.5 History Lessons

Matter of fact, some real historical stories are included in some games. At Mohamed Khider University (2017), the researcher as a gamer has experienced this during her university studies with her gamer colleagues. As they played a game called '*God of War'* they could easily grasp the history of the Romans which was their course in Civilization. The game speaks about the gods that Romans believed in and every event in the game was lectured by the teacher in the same manner. Having played the game, we already memorized the course in hand.

GamerSensei blog (2018) mentioned the game called *Age of Empires,* as a tool that helped them learn better about the Phoenicians History. It provided a vital recite of their stories and it was a fun way to learn. Gamers would rather spend hours learning the history through games than an hour in the class (screen.4). This is not looked at from a negative point of view but the statistics says that and the facts too.

2.7 Video Games at Schools

Gaming, in the present days, has increased in a significant way and make use of such tool to improve learning seems to find its way in education. Studies on integrating computer games in language learning varied, as Beatty (2003, p.7) talked about the term CALL which refers to Computer Assisted Language Learning. This CALL involves the use of videos, audios and video games to teach languages. She added that those materials are created for schools; they consist of research exercises and are pedagogical due to which learners gain better learning strategies and develop their skills of making associations.

In the same vain, when Sandford et all. (2006, p.6) noticed that pupils are less interested at school but there are fully concentrated when playing video games, they had the idea of including this material to the educational system. In other words, they thought it would be better if pupils' outside interests were fused with what they are expected to do inside school to have better academic results. However, teachers should be aware of the game choice as not all games are educational and not all educational games serve the objectives of the lessons (p.50). Teachers have to analyze the features of the games before using them, so that the pupils (learners in general) will not use the chance to show off their gaming skills but to improve their learning. In order to be at the pupils' expectation, Stanely (2012, p.2 as cited in Anna, no year mentioned, p.5) asserted that teachers are likely to ask their pupils about the games they play at home. This act encourages pupils to be evolved in the lecture, as it shows that their teacher is interested in their interests, and it also helps the teacher raise awareness about the video games world and a better understanding of his learners.

On 2018, an interview with Dr. Simone Bregni (PhD associate professor of Italian at Saint Louis University) as held about the benefits of using video games for language learning. At first, the interviewer asked Simone what is his relation with video games and he answered that his English, French and Spanish language improved due to games. Later on, when he was asked why did he include video games in his language research, he claimed that it was because of his personal experience. As a FLL, interactive games helped him reinforce his ability to communicate in distinctive range of languages. According to him, the things he learned while gaming like idioms and slangs were not accessible in a regular classroom.

'Based on my research and teaching experience, the use of video games and other related realia (online gaming magazines, YouTube videos, reviews, etc.), both in and outside the classroom, has shown to be a very effective didactic tool for reinforcing linguistic skills and exposing students to contemporary cultures of other nations and groups.' (Simone,2018)

Recent video games emphasis spoken interaction, gamers can voice or video chat and play the game at the same time. This interaction enhances language use and culture acquisition since the games are built on some historical events (like Assassin's Creed game). It is also a tool to improve grammatical and lexical forms, in addition to learn a diverse range of vocabularies when listening and reading. Simone made it clear in his answers that using video games for academic purposes has positive outcomes because the learners are excited and motivated. He said that even non-gamers students like the storytelling games and engage with the lecture.

At the end of the interview, the interviewer asked Simone if he would recommend the games for people who want to improve at learning any language. He answered with a firm 'Absolutely!' and added that they should choose subtitles in the game with the same language they are learning so they master the language structure and deviate from the translating into their mother tongue. He gave another piece of advice which is using a phone-dictionary to search for words that cannot be understood even from the context.

2.8 Discord
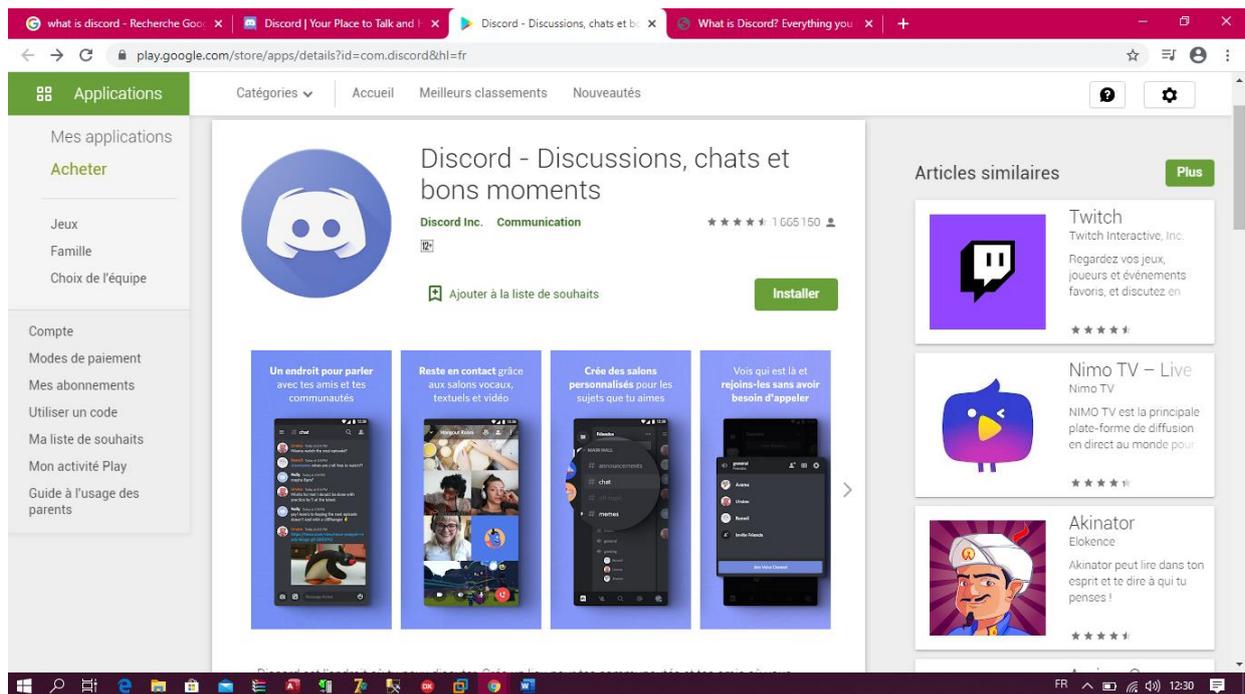
Figure 2.6: Downloading Discord via GooglePlay

One of the keys of winning a match when playing online is successful communication between the players of the same team. Communicating within the game in order to discuss and organize the attacks to win the opposing team is a serious issue for gamers.

Discord was designed at first for gamers to use, it was launched on 2015 (Devon, 2020) and it was available for Mac, Pcs and android devices.
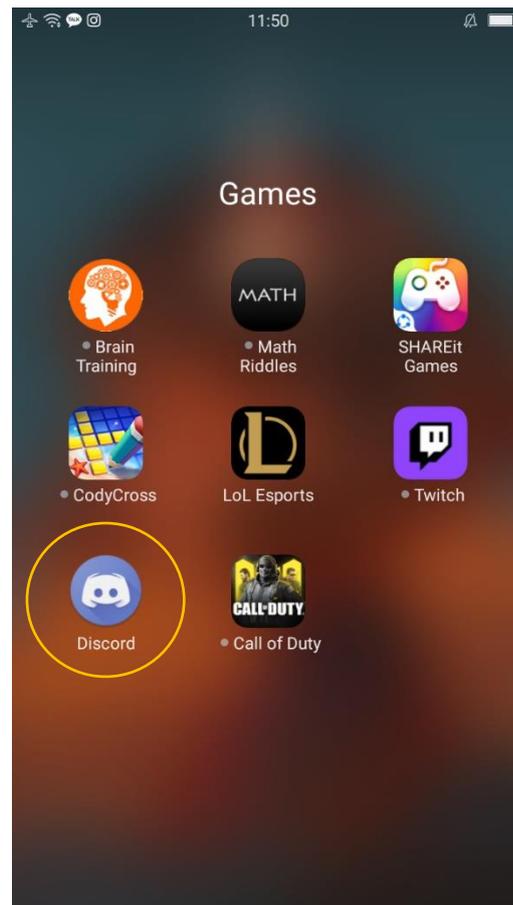
Figure 2.7: Discord App on an Android Device

It is a popular chatting app just like Skype, Facebook and similar chatting apps. It is a place

for people to meet others with similar interests to discuss and learn more. In discord, users are

gathered in a community that is called 'Server'. A server is made to meet a specific topic

'Games' for example and it is divided into channels that are related to the general topic. Those

channels could be for sharing pictures, videos or just to talk.

Figure 2.8: KissLingo Language Learning Server in Discord

The hashtags in figure 8 represent the different channels that KissLingo server has. As the figure shows, users can discuss and experience a diversity of information through different rooms. They can for instance learn about the target language culture in the #culture room or check recommendations of foods and places to visit in the country of that language in the #Recommendations room and so on.

Delfino in *Business Insider* website stated that to join a discord server, we can simply google the area of our interest and add next to it 'Discord Server' (Devon, 2020). If we want to join writers' server, we access to google and type in the search box 'Writers/ Writing Discord

servers. From the options we get, we copy the one that is most accurate and paste it in the app's 'join a server' box.
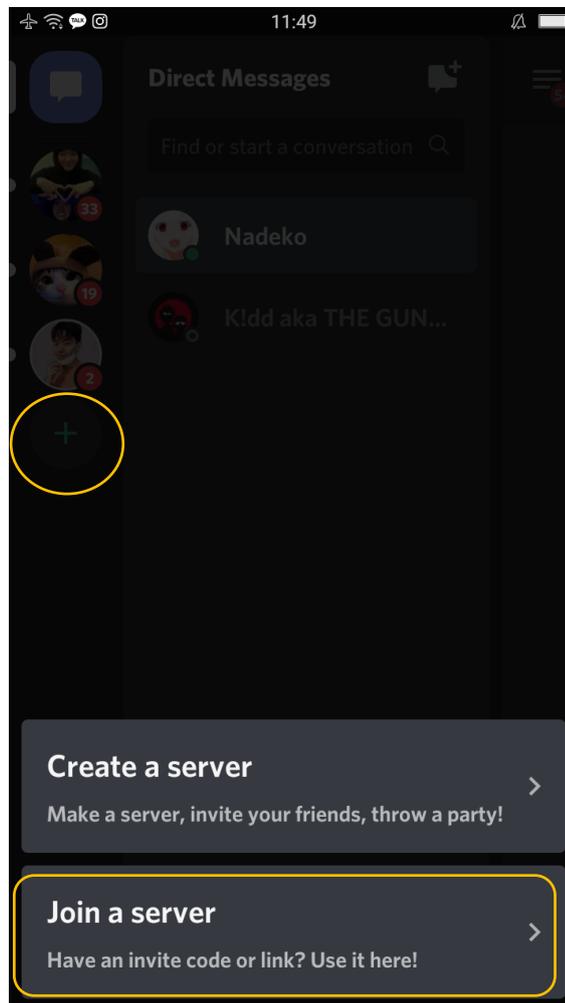

Figure 2.9: Creating or Joining a Server in Discord

As seen in figure9, two options appear when we click on the 'Plus' icon on the home screen. The first option is creating a personal server which is completely free and anyone can create it and add people in it. As for the second option, we paste the link of the chosen server from google or the link of the invitation that we got from another server master and click on join server. After joining a server, we can add friends from that server to send direct messages to them or call them. We can video-chat or voice-chat with the friends in discord list (Phill, 2020).
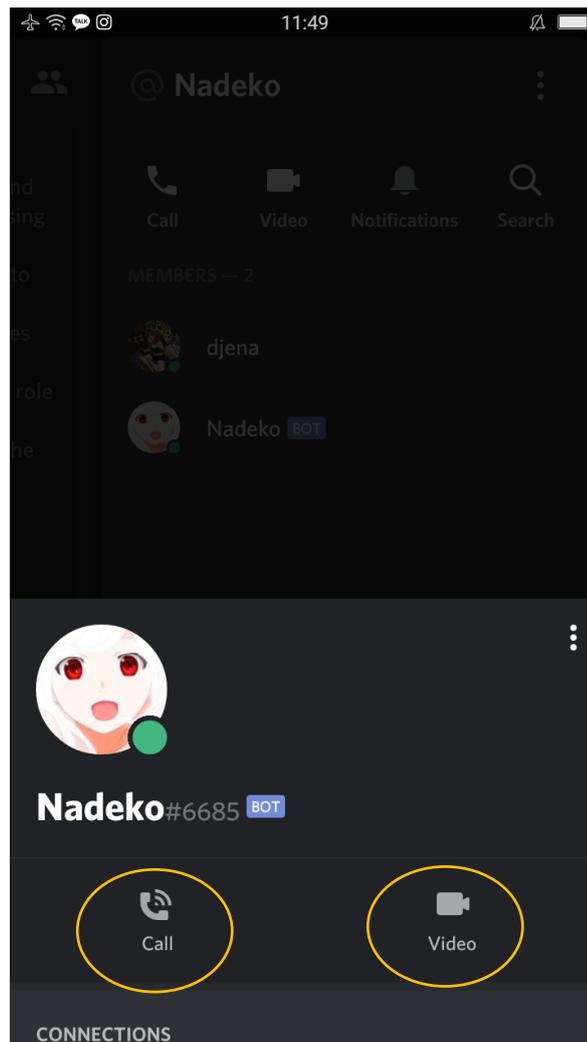
Figure 2.10: Connecting with Friend in Discord

Not only we can call on the app but we can also live stream our gameplays gamers usually stream their matches in order to gain recognition in the gaming world and get followers from around the world. Going live while playing helps the gamer connect with other gamers who would usually comment on the way s/he plays and provide pieces of advice or tricks. There is another option in the app called '*Discord Nitro'.* Although discord is free to use, this option allows users to boost their accounts for 10$ per month and 100$ per year. The boost helps users upload larger files, stream in 4K quality, have a customized link, the ability to use animated emotes and developed graphics (Phill, 2020, screen.19).

Conclusion

To conclude this chapter, we ought to say that video games usage exceeded the language learning area to become a tool to facilitate the teaching process in general. As we mentioned in the written above, there is a noticeable shift towards video games in the educational field. Away from the negative side of this mean, its positive side is growing wider. Scientists and researchers are getting more and more interested in the gaming field due to the results they noticed with the few tests they performed using videogames as a variable. The future of games field will notice an enormous success as they will no longer be a tool to entertain one's self but also an active process that will help develop new treatments for psychological and neurological diseases.

Chapter Three:

Minecraft

Chapter Three

Introduction

This chapter presents the videogame that was meant to be used to undertake the study but was cancelled due to the Corona Virus spread. So, this part of the dissertation is also a practical part as it holds the process of installing Minecraft. In fact, a different type of games was going to be used but this one was chosen instead because of the educational value that it has. The chapter starts with a historical background and definition of Minecraft as to be easier for readers to understand it more before moving to learning how to install and play the game. Later on, a part is specified to present the Educational version of the game and how parents can make a good use of it to teach their children.

3.1 Historical Background of the Game

There is no better way to introduce something than speaking about its history, to provide the audience with an overview about when did it start and what is the subject about. Depending on this idea we will give the history of 'Minecraft'. The game was presented to the world by Markus, a programmer who was known as 'Notch', as an online Personal Computer (PC) game. Adem Ryen a youtuber has shared a video 'WHAT IS MINECRAFT?' on his YouTube channel 'I Am Your Target Demographic' (IAYTD) in which he gave a brief overview about the game. According to Adem, Minecraft first appeared in 2009 by Markus, a programmer who was known as NOTCH, as an online PC game. The game was called '**Alpha Build**' back then, it was unique due to its nature as it was of Pixel art.

The adaptation and development of the game was depending on the players' feedback and the main goal for making it was to discover and create more than just to pass time playing a game. it has four different modes; to begin with, the 'Survival' mode in which a player collects materials that s/he will need to build a shelter or sculpt weapons on the 'Creative' mode later to defend himself or his area. Another mode is the 'Adventure' mode in which a player experiences that he himself created or other players did; the latter is full with surprises as he cannot tell what is coming up. Finally, the 'Spectator' mode through which the player turns into an observer and he can only see others' worlds without being able to communicate or interact with them. (Adem, 2015)

Two years later on January 2011, the game hit one million purchases without being advertised. Buyers only knew the game as it was mentioned only by mouth from the players; Markus was handling the profits alone and as Minecraft was becoming more popular, he created "MOJANG" company to organize and legalize the work. Later on, 2014, Markus sold Minecraft to Microsoft for 2.5 billion dollars and it was the best-selling video game with 60 million copies sold and 100 million users all around the world. As the statistics

show the game was a success so Microsoft decided to take profits of that and expanded its usage to consoles such as XBOX and Play Station (PS). Not only changing the original way of using the game but also creating a new mode by 'TellTale Games' named 'MINECRAFT STORY MODE' (Adem, 2015) .

This step would allow the players to enjoy figuring out how will the story end; also, they will be motivated to go further each time they pay. We would say that Microsoft had found a way to get attention to the game more, since people are curious adding a touch of mystery to the game would grab more people to play the game.

3.2 Definition

Minecraft is an online 3D video game played by people of different ages starting from primary scholars to an undefined age. It is a platform where players from different places in the world meet and communicate or collect materials from different resources to build their own virtual world. (Fact Sheet MINECRAFT (For parents), 2015, p. 3). As the game provides the users with space and materials, they can allow their imagination to express its full potentials; players over the years have imitated buildings from fiction stories and others have created their own fictional worlds. Provided by different objects, users made weapons to defend their castles and they invented adventurous levels to make the game more fun.

The amount of creativity in Minecraft cannot be limited and players are making an incredible work of art. For the game giving them a wide range of opportunities and sources choices, they are now able to transform their abstract ideas into virtual ones. It is true that those ideas are still not in real world but the fact that they can see their creation in front of their eyes is satisfying for them. In addition, players can know what is missing in what they were imagining and what if it does not work. We can say that Minecraft is a laboratory for creators to test their imaginative ideas. As a matter of fact, the British Museum created its buildings and

exhibits in the game by the help of public, so people could visit and explore it online (Adem, 2015) .

Another definition to the game was published on the Minecraft website under the title "*What is Minecraft?"* states that the game is in the shape of blocks that players break and place to make their space; beyond the conflicts against enemies, the game also is a place for friends to meet, chat and even go for friendly picnics.

3.3 Experiencing Minecraft

Brian Aspinall a teacher, a coder and a speaker defined Minecraft as 'infinite logo with same size blocks' , to him there are three stages for experiencing the game; ' *I have heard about Minecraft' , ' I have seen Minecraft'* or *' I have tried Minecraft'* (Brian, 2009). The Edurolearning team has also discussed in an article published in 2017 on their website, the benefits of playing Minecraft. The article was written after analyzing the case of "SOJO", a 10 years old girl who played the game and improved personal skills such as problem solving, improving computing literacy, enhancing creativity, improving mathematical (3D environment), special and analytical skills as well.

Sojo said that she got into Minecraft when she saw her friend playing it. She liked it because she can do whatever she wants, even build her own world. When Chrissy, a reporter of Edurolearning team, asked her '*what do you do on Minecraft?'* she responded saying she builds tall towers and different types of things. Her mother, Yara, added that she even builds roller-coaster and they are amazingly made; also seeing her daughter collaborating with her friends to build something in her world help her with the collaborative work and develops her creative side more. The reporter asked Yara if she had any worries watching Sojo spending long time on the screen ? she replied that at first she was really worried but after realizing that her daughter was spending time creating and learning new things she felt satisfied. (Sojo, 2017)

The mother could not be any prouder with the results she witnessed in her daughter's behavior and the way her mind and skills developed. To her it is fun to sit next to your child and watch him build those insanely creative buildings as well as helping him build more. The game according the Yara helps create a relationship between parents and their children, it gives them inspiration, deeper understanding and they learn how to value their work. (Coachbetter, 2017)

The definition given to Minecraft differs from a player to another, according to each one's experience. However, the game is for no doubts a space for creative minds to show their abilities and for others to improve their creative side. It is a world of sharing experiences as well as having fun and learning more.

3.4 Steps for Installing Minecraft

Minecraft like any other program or game has certain steps to be followed before launching it. There are two ways to experience Minecraft "SINGLEPLAYER" or "MULTIPLAYER". For the single player option or what is known as "Server Based Software Package", players cannot interact with each other. While for multiplayer mode, players can play a game together when invited using the same "Local Area Network" (LAN) or the same server. The players invited van be friends, parents to play with their children or even strangers. According to "EDURO" website, there are two other different options on the multiplayer mode. The first one is that players can create a free server on a separate computer to save their world, and the second one is to buy a server for 9.99 dollars and invite friends to play along.

The steps needed in order to install the game are as follows:

First, access to the game site: www.minecraft.net. The webpage of the game exposes other different versions of the game (educational, earth and dungeons). If the user wants to get a full access to the game, s/he has to buy Minecraft and it does not cost that much.
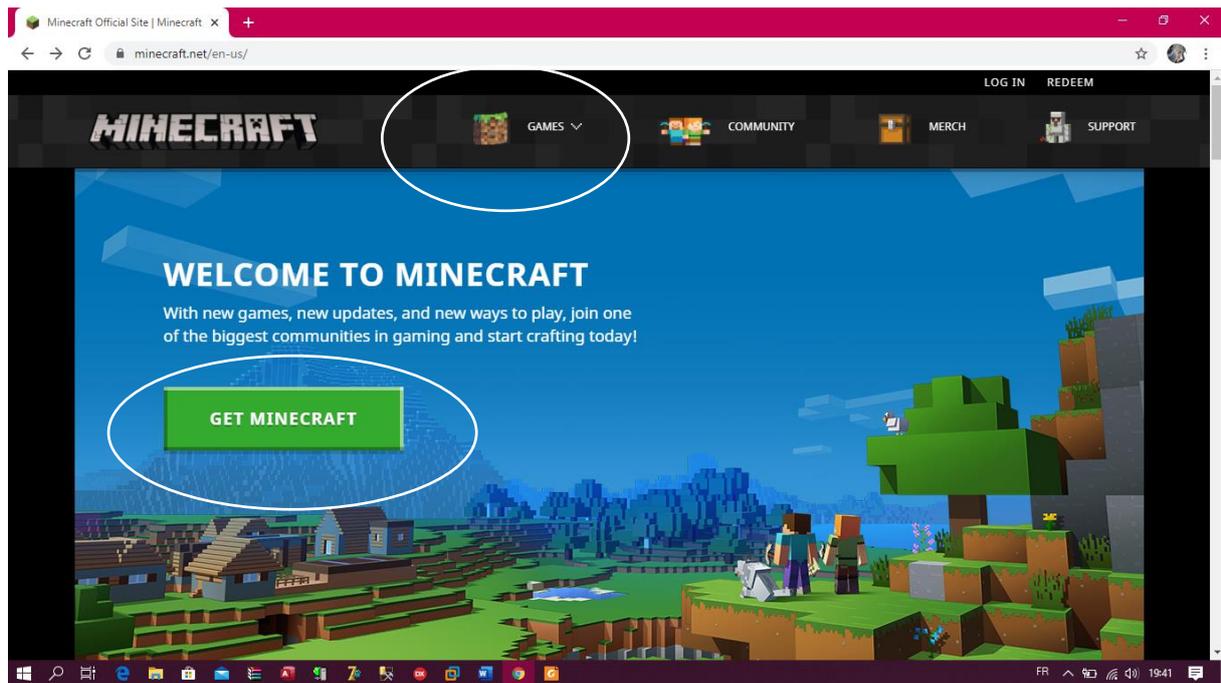
Figure 3.1: Accessing to the site and purchasing Minecraft

To purchase Minecraft, we click on the 'GET MINECRAFT' tab as in Figure1. After

that a new window will show through which we choose the device we are using to download

the game (figure11).
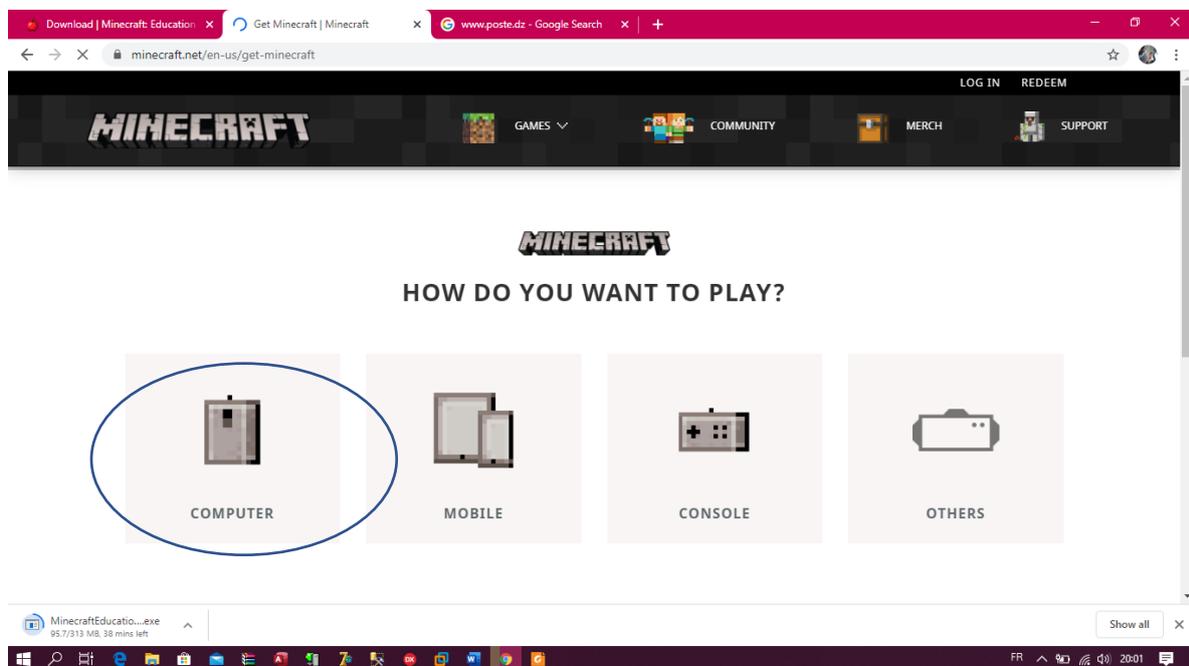
Figure 3.11: Choosing which Device to Download Minecraft

Second, from the new window that appears, we click on the box that holds the type of computer we are using (Mac, PC or Linux). Next, we choose what edition we want to continue using (figure12).
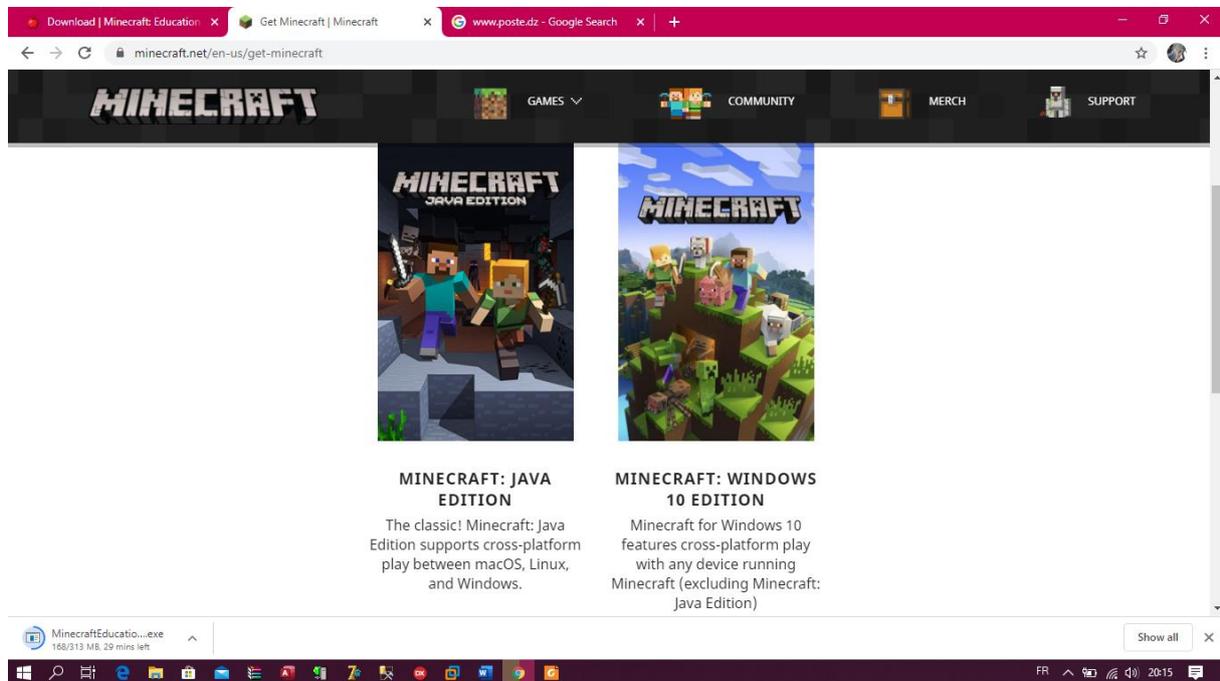

Figure 3.12: Choosing the suitable Edition of Minecraft

We decided to go Minecraft: JAVA EDITION as it is the original one. The choice of the edition is personal, so the user can download whatever seems likable to him/her.

The difference between the two editions is that the Windows 10 Edition is modified in the terms of the worlds' and characters' shape (they are more modern if we can say it like this). The windows10 edition has two collections, one for starters and one for masters. Both collections have the same features but they differ in the quantity of the worlds, skins and coins needed to purchase things from the game market (a market containing a vast number of tools and products that the gamer might need at some stage of the game). The Java edition demands the creation of a MOJANG account, while, Windows10 edition requires creating a Microsoft account which could be used later with Minecraft education as well.
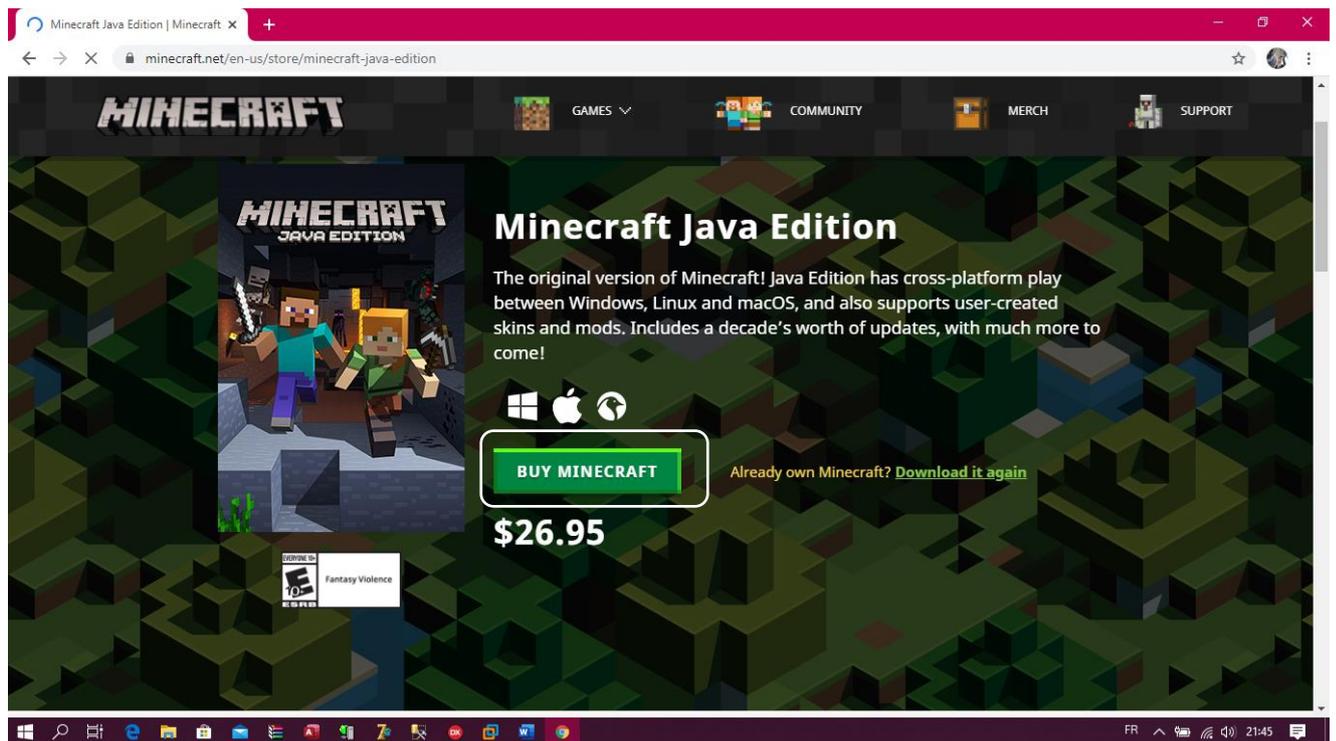
Figure 3.13: Purchasing the game

The third step now is to click on 'Buy Minecraft' in the green box that appears in the new window. If the user has an account already but somehow lost it, s/he can just download the game again without the purchase phase. Once the game is purchased, it will last as long as the user kept using the game; however, there might be some goods to be purchased inside the game that demands other payments. These extra purchases are meant to ameliorate the character and the player's world, so, it is up to him/her to make additional payments or not.

Figure 3.14: Creating a MOJANG Account

When the MOJANG account is created (figure15), a window will pop out in which we are asked to enter personal profile infrmation and a method of payment. The user can either use Paypal or through VISA card.


Figure 3.15: Making the Payment

As shown in the green box, the game costs 26.95$ which equals in the Algerian Dinar 2919.00 Dz. Once the purchasing is done, the window will move directly to the downloading phase. The game would take minutes to few hours to download.
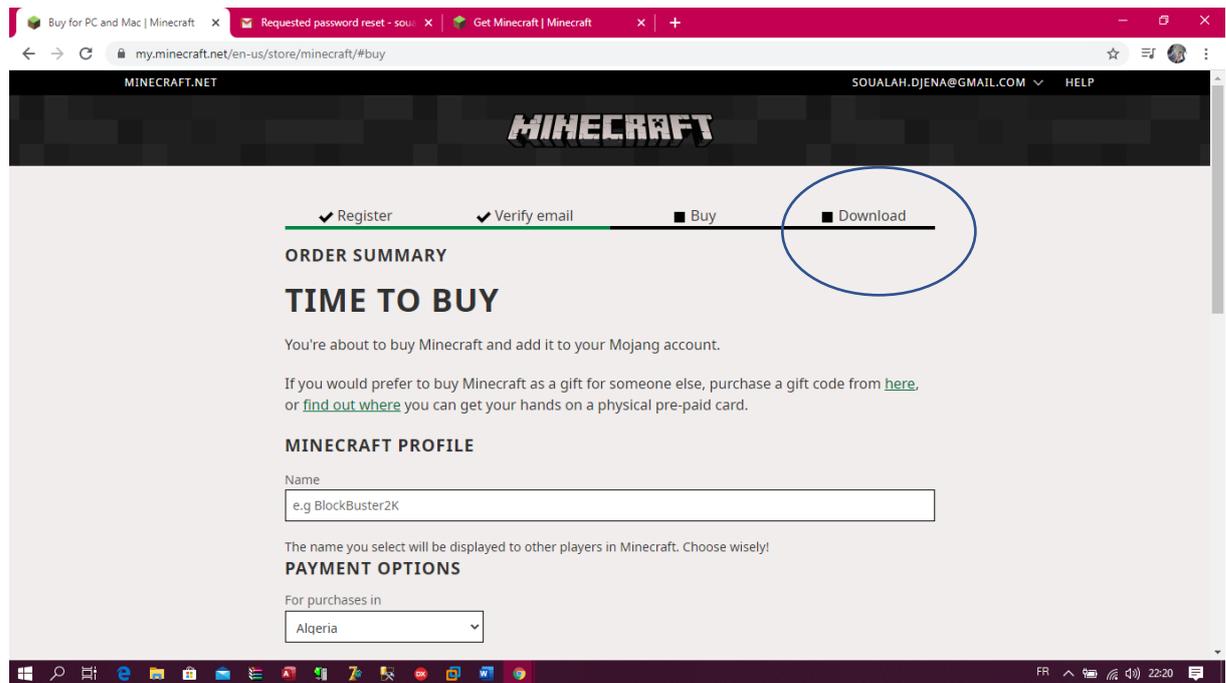
Figure 3.16: Downloading the Game

To fully understand how the process of buying and downloading Minecraft: Java Edition, we can access to YouTube, type 'How to buy and install Minecraft: Java Edition'. Then we will be provided by a variety of options to choose from. When we click on 'Download for Windows' (Figure18) a Minecraft installer icon is created on the desktop. We click on it, define where to install the game then wait a few minutes for it to be ready.
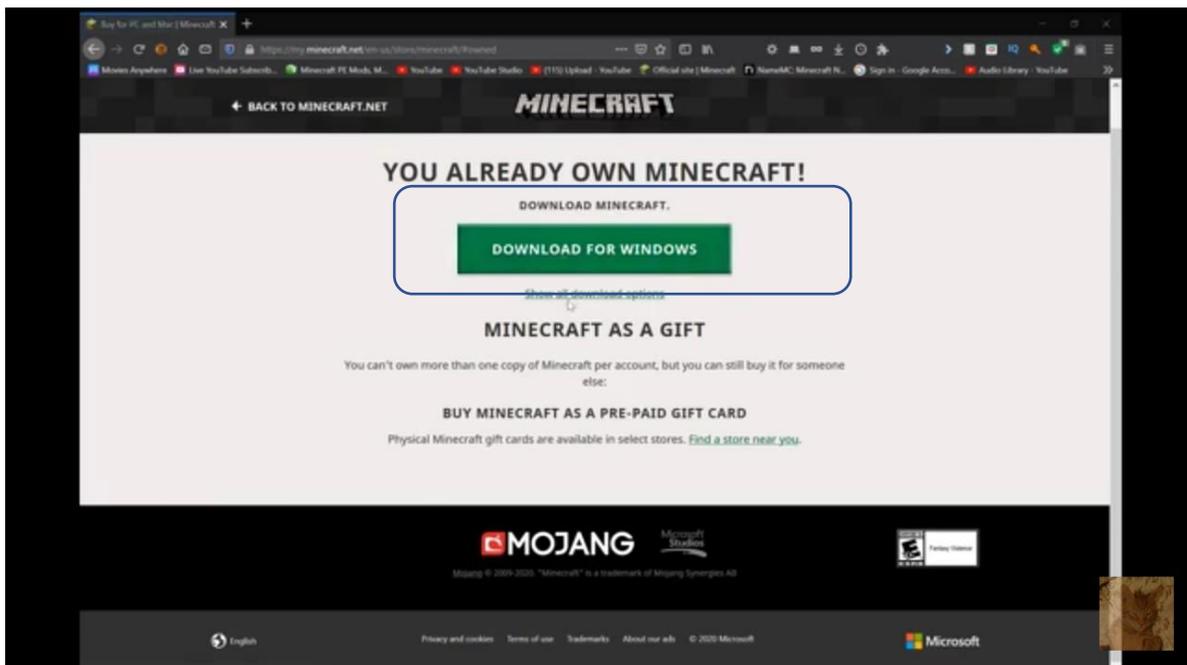
Figure 3.17: Download the Game in Pc

When the game is installed, a desktop shortcut icon will be created. To access the game and exploring it, we click on the icon twice and wait couple of seconds for the game to start.
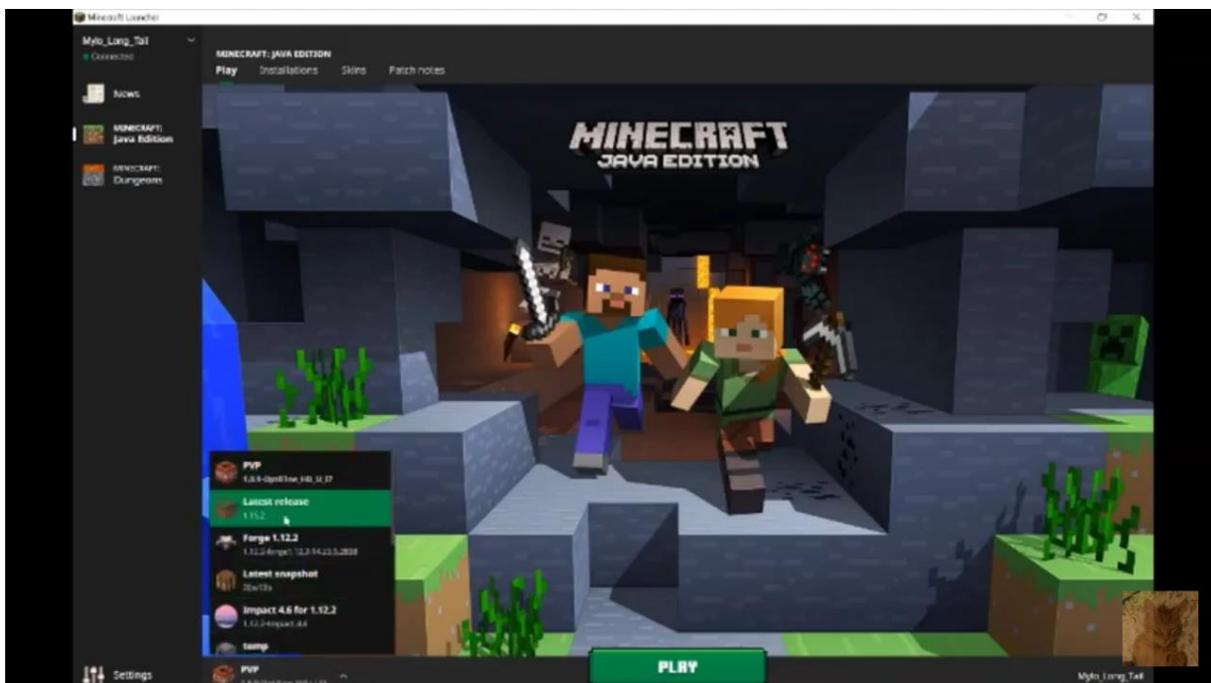

Figure 3.18: Minecraft: JAVA Edition Homepage

3.5 Playing Minecraft

Now that the game is finally installed on the PC and it is ready to be accessed to, we choose the gaming option that we wish to play on and start the learning through adventures. Before starting, we should know what are the options we have and what characterize each one. Minecraft has two gaming options 'Multiplayer' and 'Singleplayer'.

3.5.1 Multiplayer

Figure 3.19: Multiplayer Game option

This option is based on communication. A player can easily access to an already created world and join other players from different places all around the world. Players at this option can do team work to survive the obstacles that the world they have chosen has. Together they experience adventures and enjoy their time there as the game is an imitation to the real world.

Figure 3.20: Choosing a Server to join

According to a flayer made by 'Eduro' website for guiding parents to Minecraft, the multiplayer option has three ways to be played. First is Local Area Network (LAN) option, players who choose this way must be sharing the same network. For example, family members playing together in the same house, or group of friends gathering in the same area using the same network. This way is extended from creating a single player world then passing the server to other players so they can access the same world. Second is the Remote option, which a player purchases from the company through the 'Minecraft Realms' subscription for 9.99 USD/month or from a private seller (another player). The last way is a public server, this one is free and accessed by anyone who has a Minecraft account. (coachbetter, pp. 3-4)

3.5.2 Singleplayer

In the singleplayer world, one can do whatever he wants to do. Here creativity and imagination are the key terms, and the main goal or it is to build our personal world.

Figure 3.21: Single Player Game Option

The first thing we do when accessing singleplayer is creating a new world and as the game starts, we ought to build a shelter to survive the first night in the game. Building a shelter to survive the first night in Minecraft is the charm of the game, as it gives an image or a real-life situation, where we should look out from animals and any objects that might harm us. To access to singleplayer option we follow the same steps mentioned earlier and only click on 'Singleplayer' instead of 'Multiplayer'
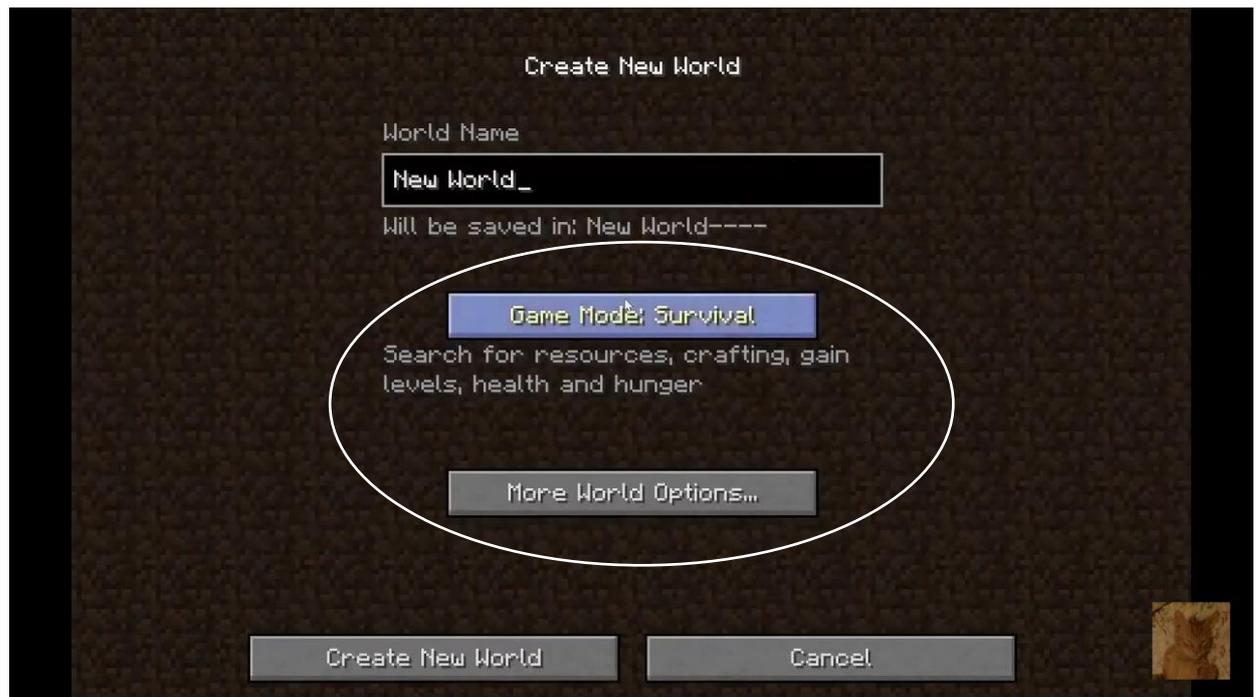
Figure 3.22: Single Player, Creating a New world

- Game Modes:

Choosing a mode of game to play on depends on the player's personal preference or reasons. For instance, creative mode is for building a world with the game giving the player unlimited number and types of sources. He can use them to build different materials to enjoy and survive the game.

Players in creative mode according to 'Gamepedia' website are not supported by armor and they are invulnerable, unless they fell into nothingness, (MINECRAFTWIKI, 2020). They can destroy blocks and collect more items as well as they can use what the game has already given to them. The second mode is Survival, players in this mode collect their resources by cutting trees for wood for example, breaking blocks to get bricks, kill animals for food (the game does not show any blood scene or bones breaking so it is safe). Also, they have to manage how to survive and fight against monsters (monsters can be turned off through turning the game into peaceful from options) (coachbetter, p. 4)

In survival mode players' character dies when it runs out of hearts (which represents health) and they should watch their hanger bar so their character will not starve to death. There is also an oxygen bar (when the player is underwater) and armor detector (MINECRAFTWIKI, 2020).

The other mode which is the difficult one is called 'Hardcore'. According to gamepedia, this option is not in fact a game mode, a player will automatically be sent to spectator mode if he dies. However, one can survival the elimination by deleting the map and can play in 'hardcore creative' mode by accessing to LAN and cheat (MINECRAFTWIKI, 2020). The color of this 'mode' is red, it gives a feeling of horror and a player has only one life that he should protect. Minecraft has other game modes too but the ones mentioned above are the usually used ones. Spectator mode allows the player to fly around different worlds and sees everything others are doing without being noticed or even be able to interact in the game.

Finally, Adventure mode has similar characteristics to survival mode as the players has to watch out from monsters and protect his hearts, yet it is limited in tasks and maps.

3.6 Minecraft Educational Edition

On 2015, Hope King wrote on his article titled "*He codes, He live-streams, He's 11*" about a boy in the fifth grade from Orleans named Harrison Brammel. Harrison was obsessed with coding which he self-taught through YouTube videos and he devoted his time to the game to practice coding more. Hope said "Harrison is currently working on developing a "Galatica-like" game (Hope, He codes, He Live-streams, He's 11, 2015).

On another article published on the same site by Hope also, he mentioned that 40 countries with 7000 classrooms are using "Minecraft Education". Vu Bui, who is the COO of Minecraft developer "Mojang" (Minecraft Company that Microsoft bought), said in Hope's article that this edition of Minecraft helped teachers present better lectures in a creative way (figure 23). Microsoft took this chance to expand its power on schools, not only computers use but also the way the courses are presented now. (Hope, Microsoft is Bringing Minecraft into the Classroom, 2016)
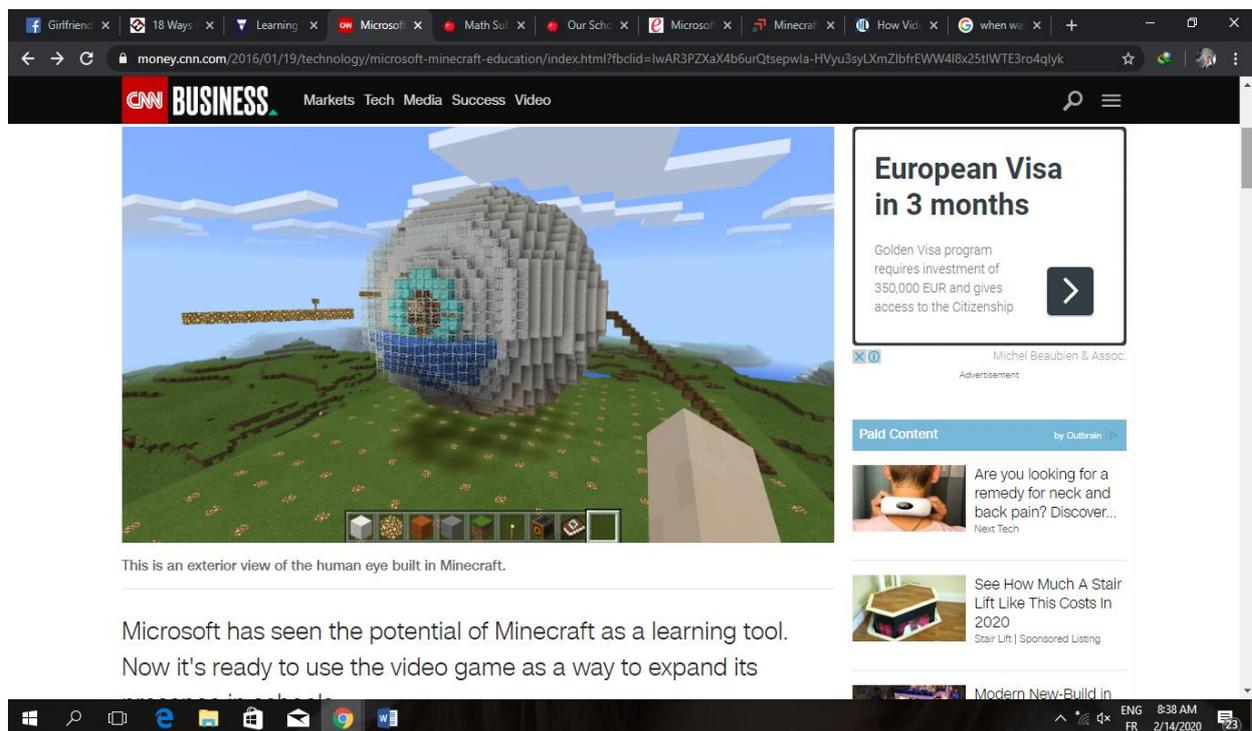

Figure 3.23: An Imitation of a Real Human Eye Built on Minecraft

MinecraftEdu first appeared when two teachers from different areas in the world decided to bring new ideas for teachers who want to include the video game use in classrooms (Goldberg 2014, p.122 as mentioned in (Uusi-M, 2015, p. 23). This mode is not that different from the original game, the only difference is that this one allows the teacher to use tools and diverse materials (figure 24) to create a virtual classroom for the students. Teachers are able to control the assignments and the game settings as well (difficulty level, participants etc.). In the present

day, more than 6000 schools from all over the world are using MinecraftEdu as it is practical and students have fun while learning.

Figure 3.24: Teachers Menu in MinecraftEdu

People working in an educational territory are the only ones who can access to Minecraft Education Edition. According to Chad (2017), the new about this version is it allows the administration to give everyone (teachers and students) a log in ability. In other words, apart from connecting from different accounts, a whole class could be gathered in one room under one login. Classes could be designed virtually and the teacher is able to draw the lines which students cannot go farther than the area designed for the lecture.

In his video, Chad explained a lot about how a teacher uses his/her own world of Minecraft Education. Mentioning from which, the ability of the teacher to control the weather, placing a camera to take pictures of the class whenever you click on it, sharing videos or any

other content with the students by clicking on them and type the URL in the window that shows, the ability to use different seized chalk-boards.

3.6.1 Installing Minecraft Education Edition

Installing Minecraft Education Edition is much easier than the first one. we access to the same site 'minecraft.net' and go to Games tab, then choose 'Minecraft Education'.
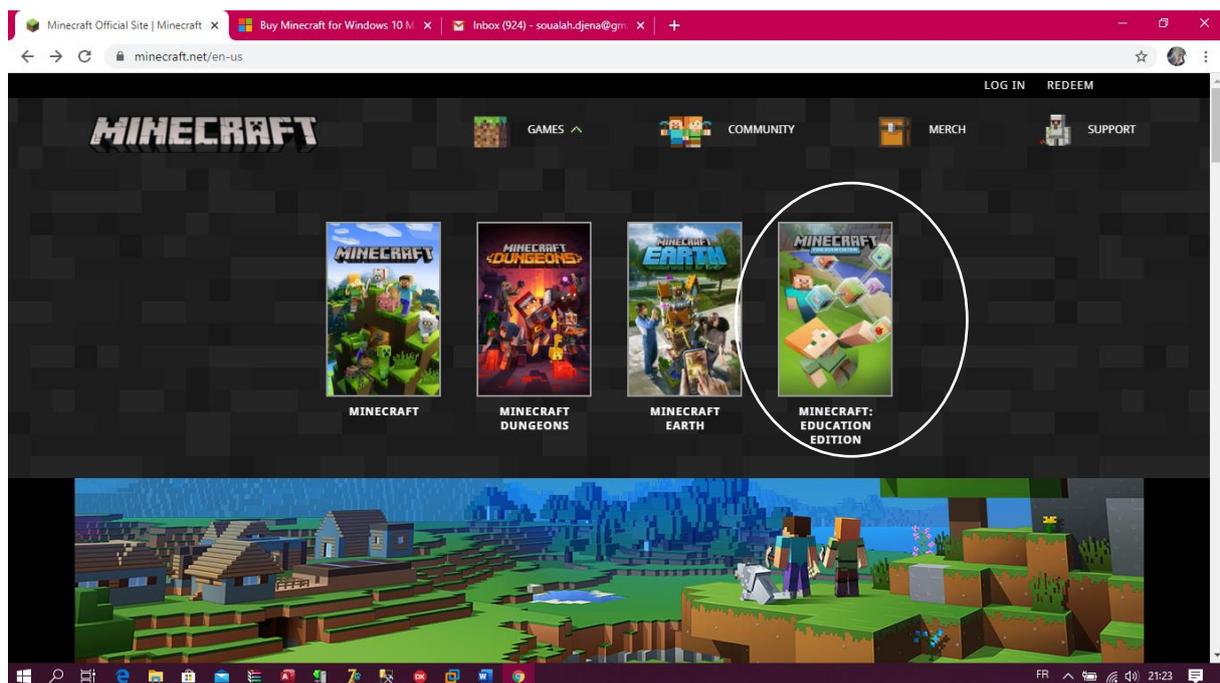

Figure 3.25: Minecraft Education Edition

A new window presenting the edition will show up, we can learn a lot about this edition from this page before we start downloading it. We can check the lessons, how the game works, the classrooms design and shape, support group and the community which holds other users and the Minecraft Education developers and so on (figure17). In the same page, we can as well take a look at an already designed classes and check the age levels of each lesson and the subject variation this Edition provides.
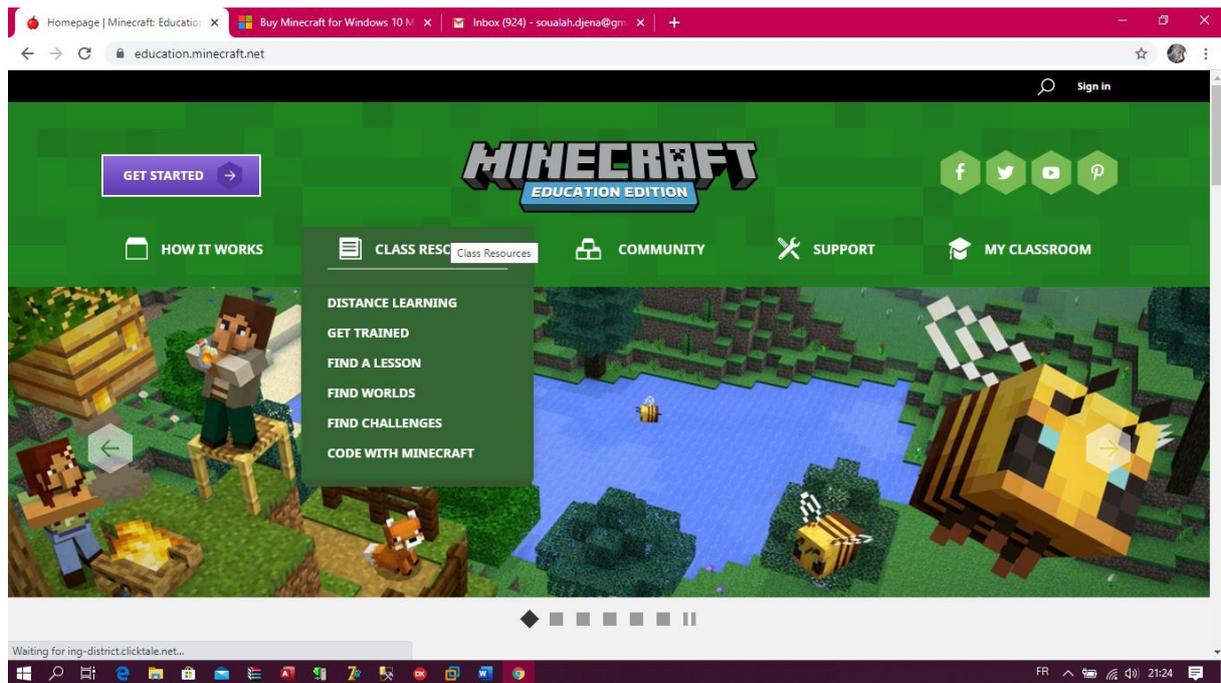
Figure 3.26: Minecraft Education Homepage

In order to download this Edition, we scroll down the page until we reach the bottom.
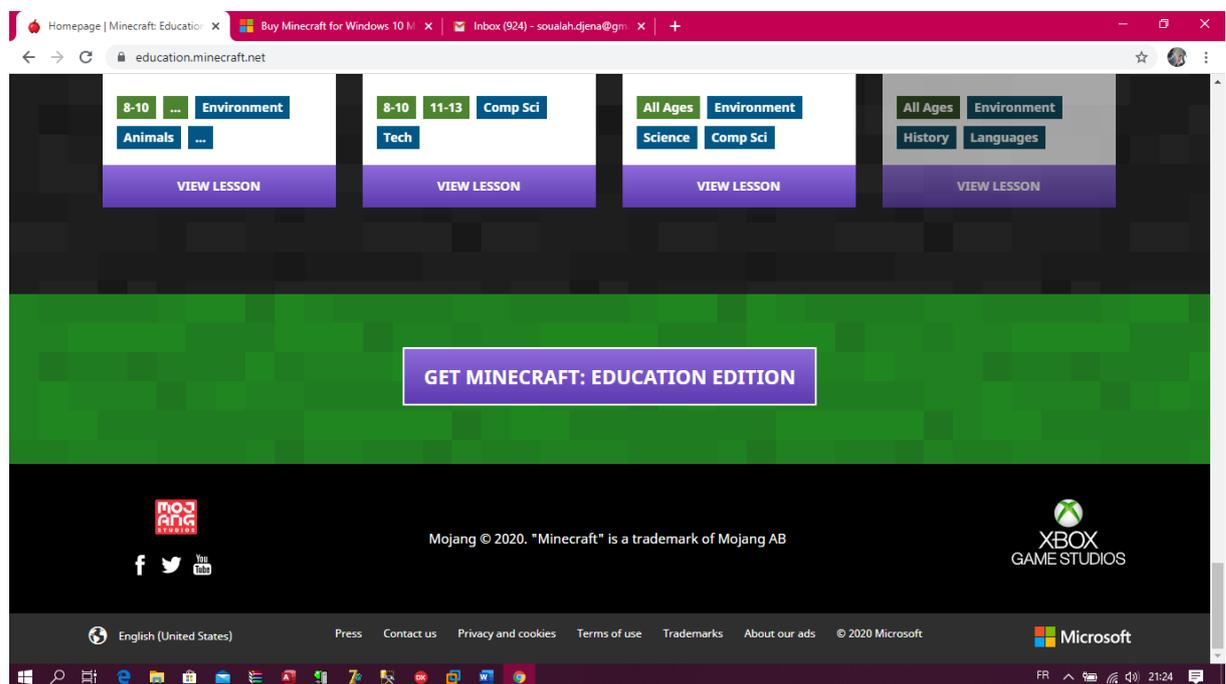
Figure 3.27: Get Minecraft Education Edition

By clicking on 'Get MINECRAFT: EDUCATION EDITION', a different page will open

up in which we can finally get started with the installation.
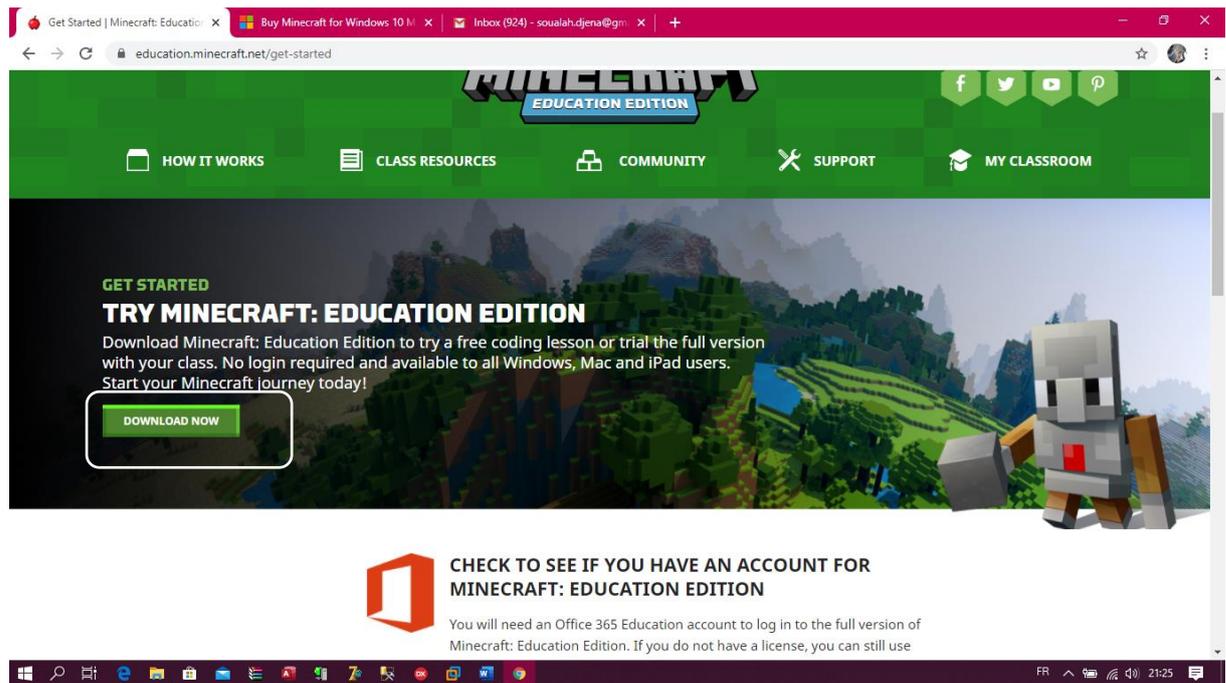
Figure 3.28: starting the Download -1-

Before jumping into the next step, the user should read the details to know more about the rules

and limitation of this edition. For example, in this phase there is an announcement that tells the

user about the possibility of his access to be limited if s/he did not have a 365-office account.
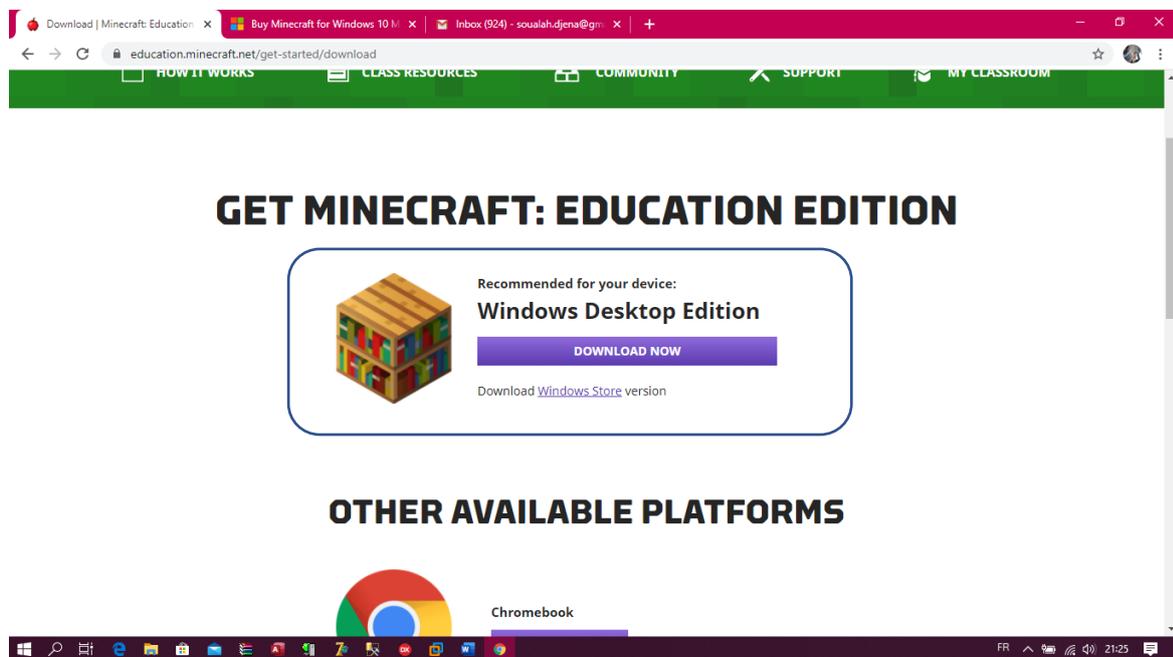
Figure 3.29: starting the Download -2-

The website suggests what is suitable for the user's device, as figure 20 shows. If the user wants to check other platforms, s/he can easily do so by scrolling and exploring the options below. When we click on 'Download now' the game file will start downloading.
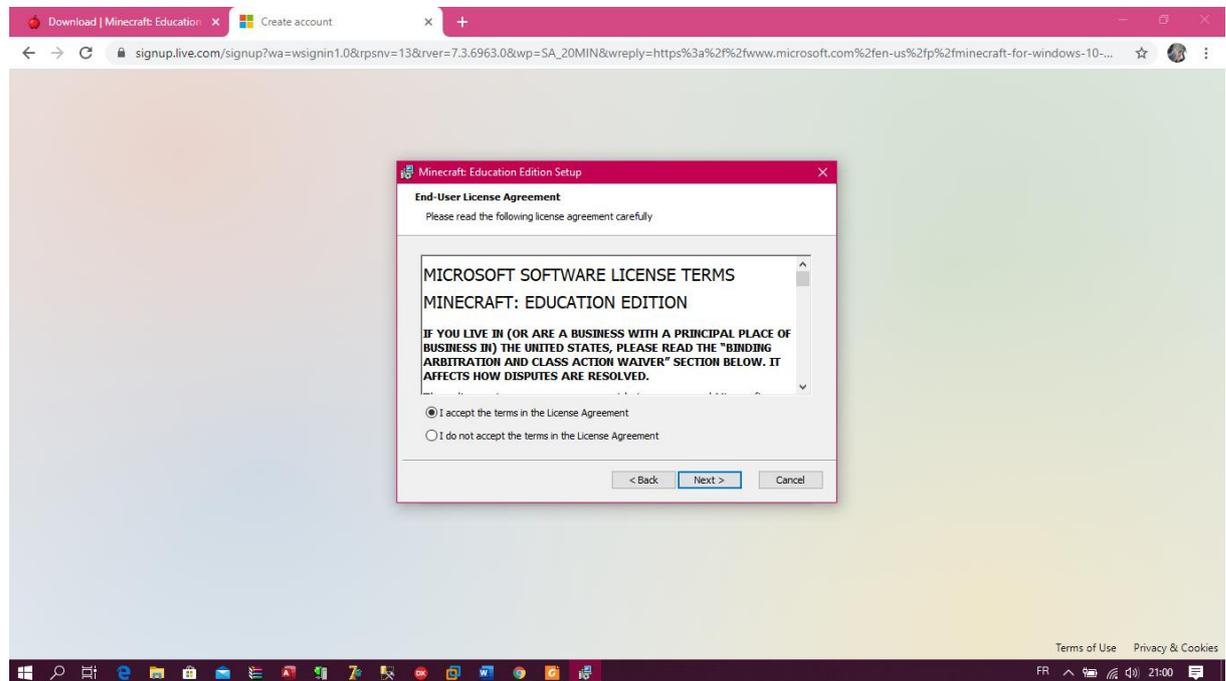

Figure 3.30: List of Terms and Agreements of the Game (setup)

After the file finishes downloading, a small window will appear holding the terms and end-user license Agreement. We click on 'I accept…' then click 'Next'.
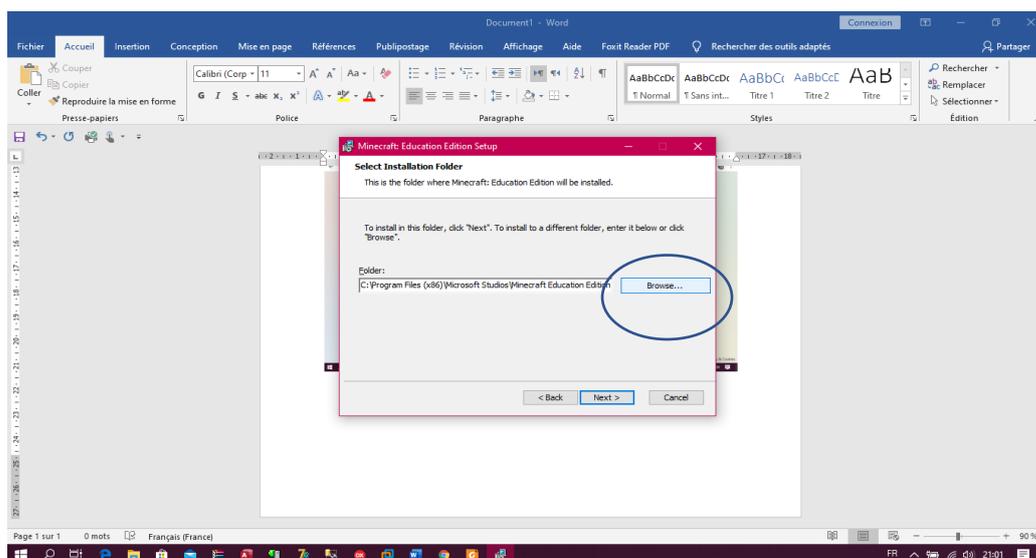
Figure 3.31: Destination of the Setup Installation

By clicking on 'Browse' we define where the setup files are going to be fixed, then 'next'. The process will take few minutes before another window appears saying the installation has ended, we click on 'finish and the game will launch automatically.
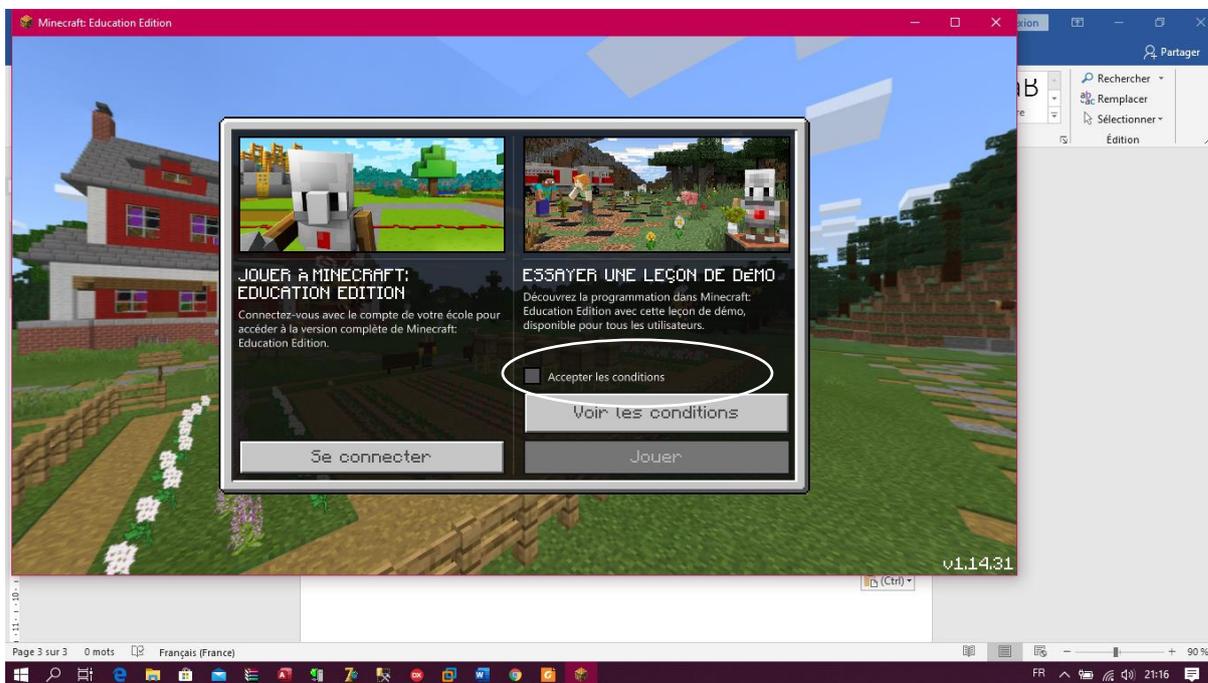
Figure 3.32: Minecraft Education Homepage in the Game

As our school does not have an account yet, the researcher is not able to access to the game from the left side. However, we can try the free demo classes with a limited number of loggings on the right.

3.6.2 Trying the Demo Lessons

In order to try the demo lessons, we click on 'accept the conditions' (figure 33) the on 'Play'. A new window will pop up on which we can see our avatar right-bottom corner of the screen, which we can customize through the coat-hanger icon down the character according to our likings.
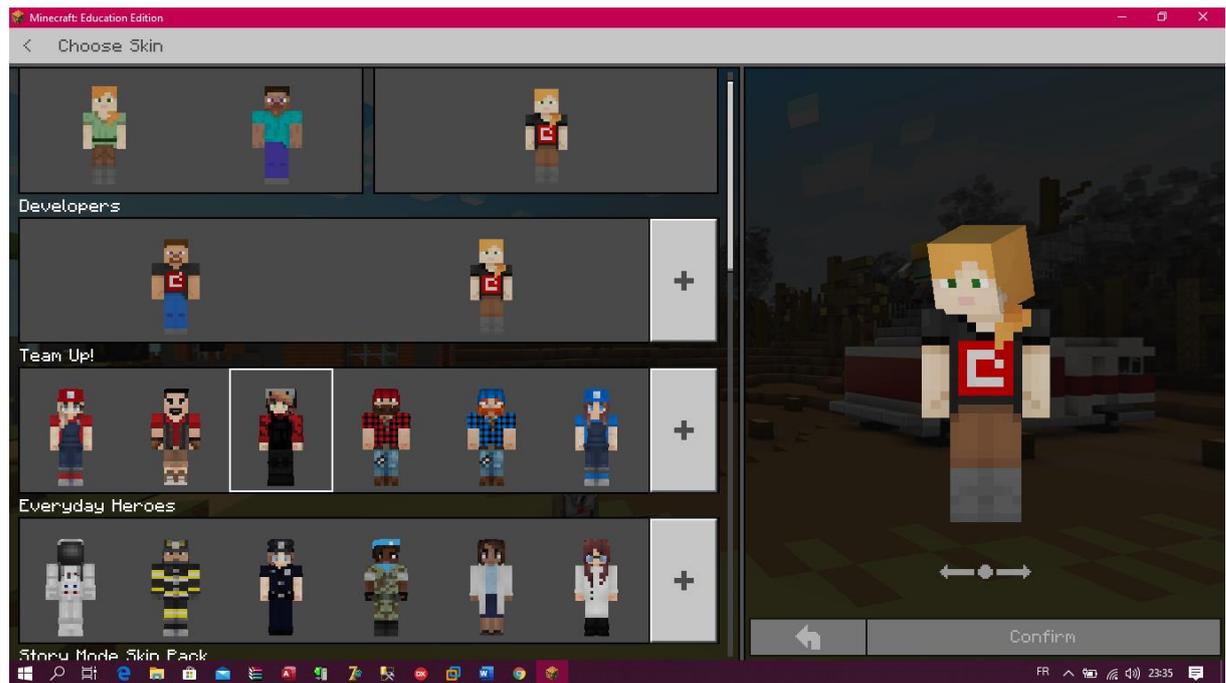
Figure 3.33: Customs of the Avatar

As we finally decide what custom to use, we click on 'Confirm' (figure 34) then we will be

escorted back to the principal Homepage where we can start the demo lessons.
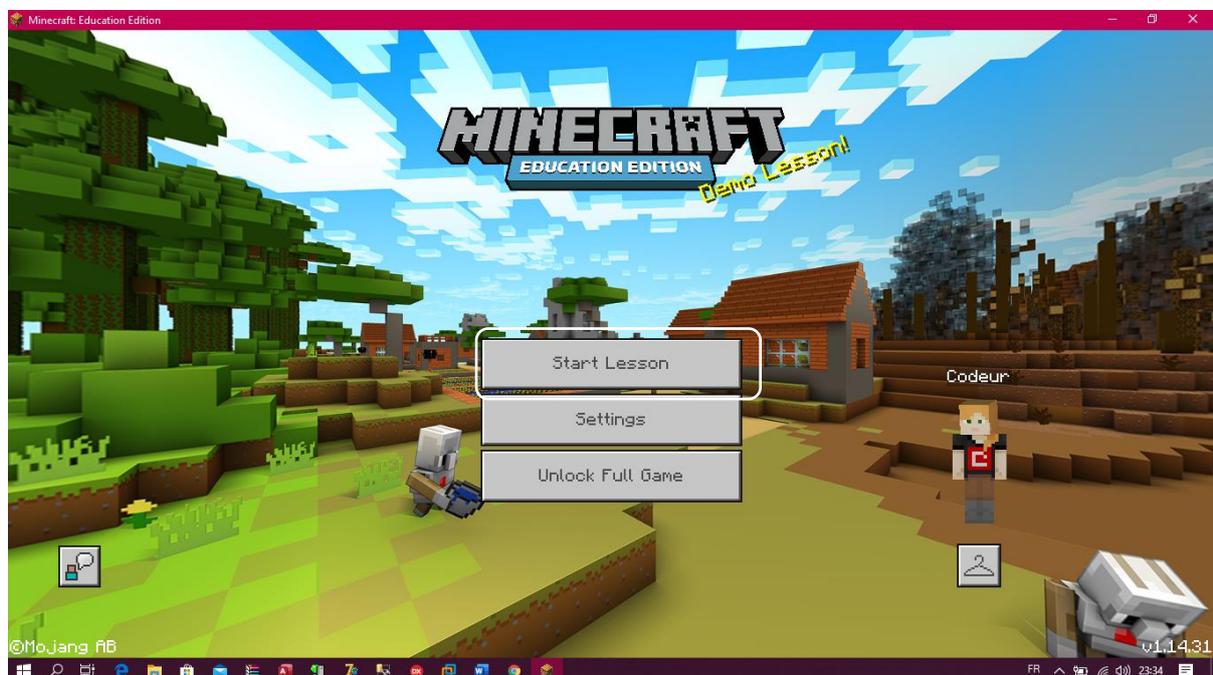
Figure 3.34: Minecraft Education Edition: Demo Lessons Homepage

The demo lesson is a free hour of code lesson, the purpose of it is to save a village from being destroyed by fire. In order to prevent that from happening a series of codes is asked from the user to accomplish through making simple codes by the help of the coding agent in the game. this hour of coding helps learn about real-life Artificial Intelligence.
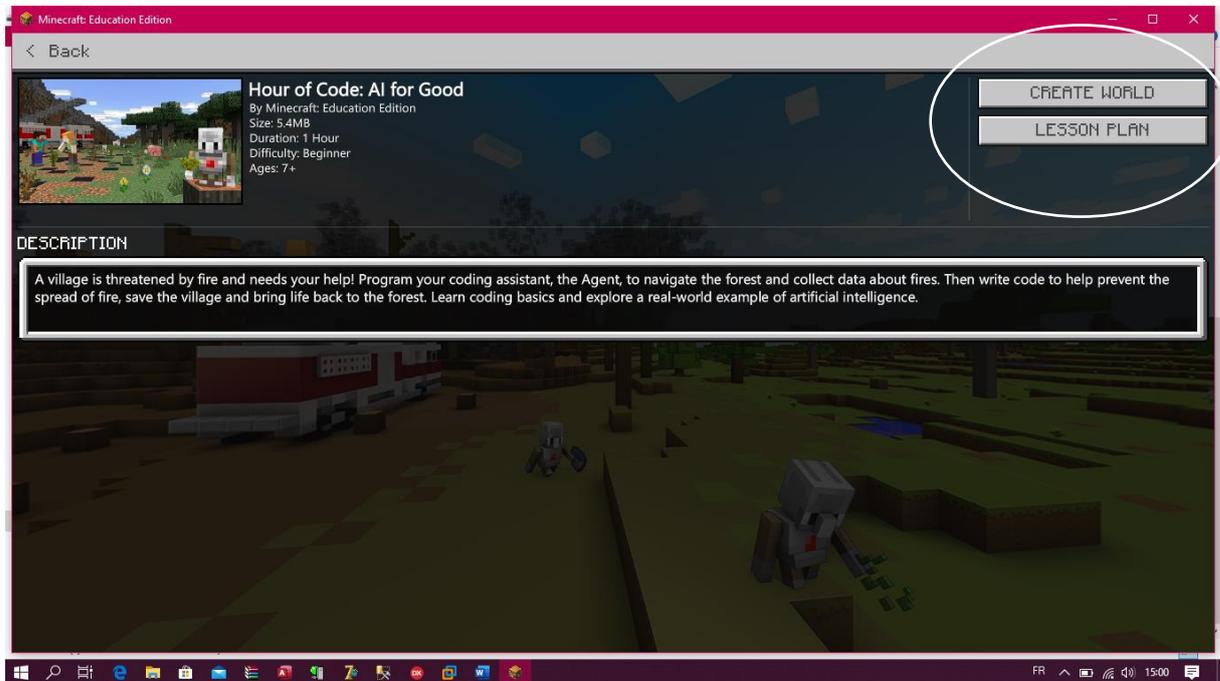
Figure 3.35: Entering the Hour Code Lesson

We can check the lesson plan to understand more about the nature of the lesson and how to play it. Or go with 'Create World' and get the lesson started. The lesson objectives according to Minecraft Education Edition website is for students to get an idea about how Artificial Intelligence helps gather date about forest fires. In addition to learning how to break down the steps into instructions and solve problems with the codes created (Minecraft Education, 2019). The lesson is also available in 20 other languages (more than 28 accents) which people from around the globe can understand the instructions and play.

Figure 3.36: Inside the Lesson View

As Figure 37 shows, the orange writing indicates the quests of the lesson. There are in this Hour of code eight quests to be fulfilled. Under the quest box, there are the needed keyboard bottoms to move the character.

Figure 3.37: Fulfilling the First Quest

To understand what to do, we move forward towards the other characters and right-click on them to read the instructions. For instance, the first code we will do to start the lesson is 'Opening the Gate'. To code, we click on 'C' then a window will show with pattern on it.
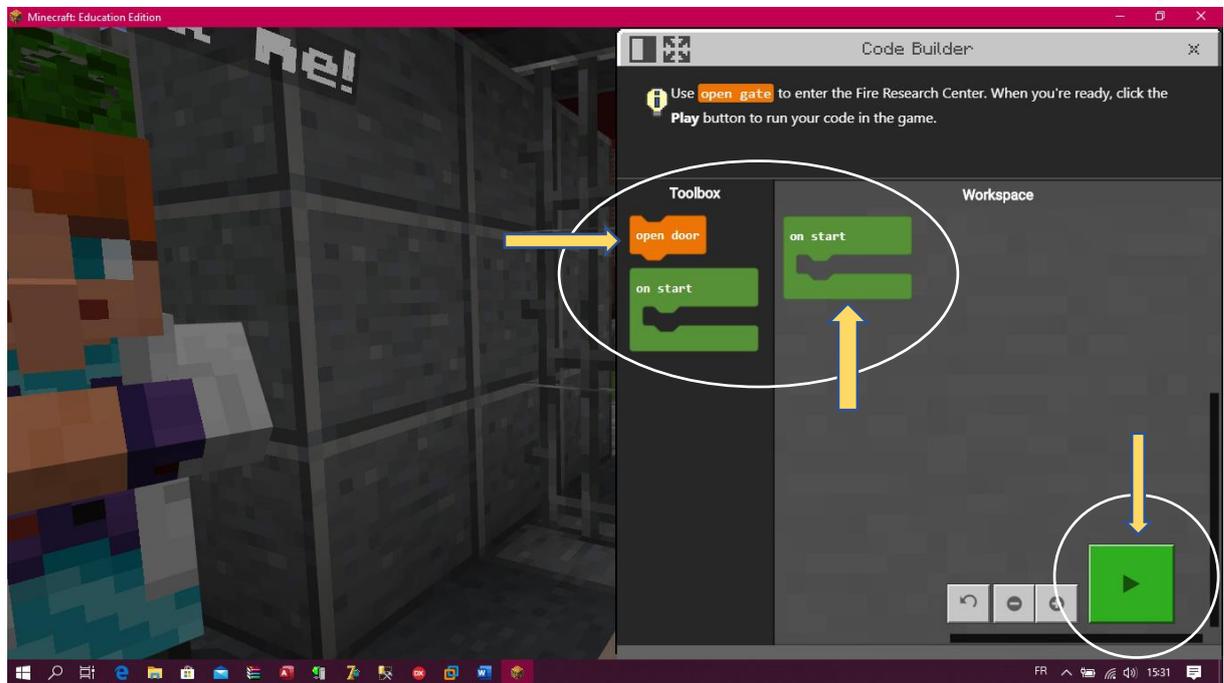
Figure 3.38: Patterns of Coding

We move the patterns to suit the needs and click on play. As the first task is opening the gate, we ought to move the orange pattern by holding left-click and place it on the green pattern 'On Start' then release the hold once the patterns fit. Finally, press play (the green box with triangle on the right-bottom of the window. Figure 29).

As the gate opens, we click 'W' to move forward and enter the training area where we will get our agent and start collecting data to complete the other quests with its help.

Figure 3.39: Enter the Training Area and Get an Agent

In order to have the agent, the Engineer would ask us to code the agent to move three

steps forward. To do so, we follow the same steps we took before (figure29) and that would

lead us to start analyzing the data and move on with our quests.
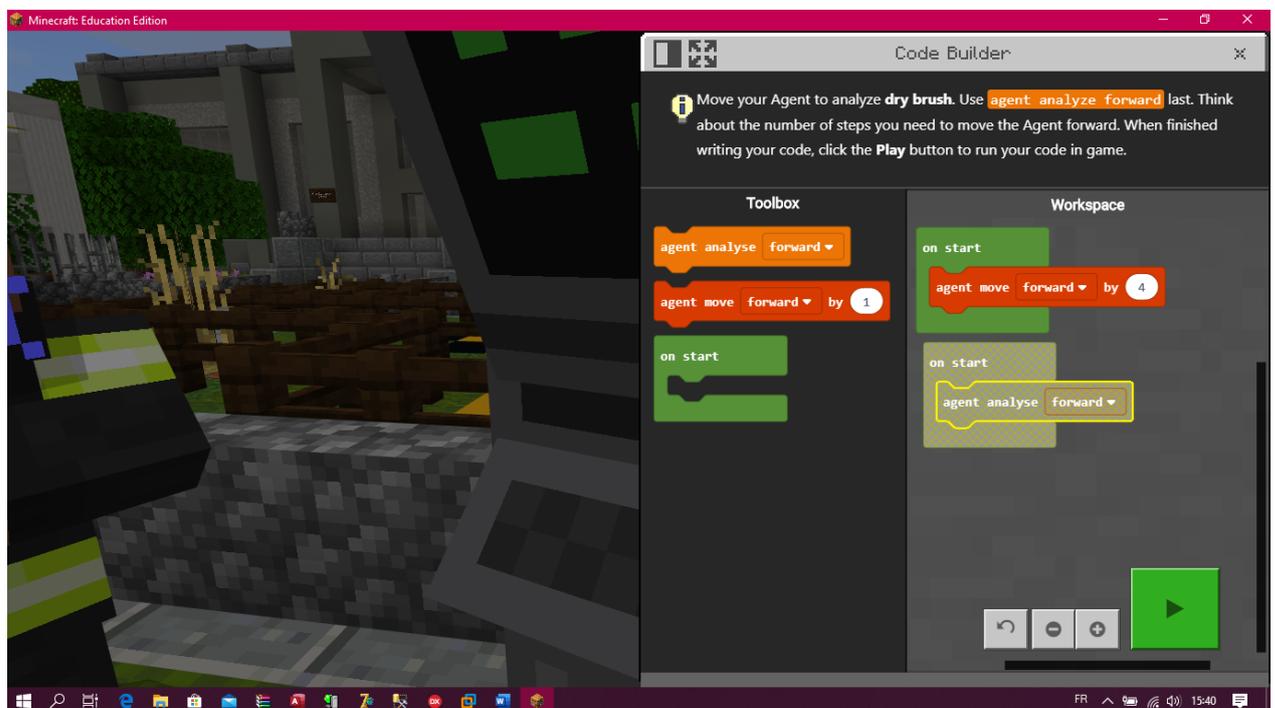
Figure 3.40: Coding to Analyze the Dry Bush (quest 3)

The order of the codes on the code builder window (figure 31) is the order of the actions coded performed by the agent. For instance, the third quest requires the agent to move towards the bush with four steps then analyze it. So, naturally, the first pattens coded should be concerned about the moves, then the pattern after it is the act of analyzing.

A series of similar codes will be for the future; however, the more we move forward, the more codes we will be asked to make.

Conclusion

Even though Minecraft has been used for entertainment purposes and even when it was used for teaching it mainly focused on engineering, architecture, mathematics etc. Learning or enhancing the English language level was not at all the reason behind the use of it. However, players unconsciously developed an acceptable level of English when playing the game. This lead to direct the focus to the language learning side; researches on Minecraft are barely new and not easy to convince the schools all over the world to use it. Yet, it is not a reason to give up such a handy tool and up to date material to teach and learn a language especially if the language meant is English. Finally, this jump can help develop the learning ratio and even give a chance for learners to improve other skills and for those who are already used to video games to prove themselves and engage in the educational program. The idea of including video game use in schools is hoped to strengthen the relationship between the teacher and the student, and to build a powerful and also valuable classroom activities that both of the sides have an impact on.

Chapter Four:

Implementation and discussion of the results

Chapter Four

Introduction

This chapter is devoted to the practical side of the research work. It presents the analysis of the students' answers to the given questionnaire considering the use of videogames to enhance OCC. It, also, provides how the population was chosen, the data collection tools and the methodology used in order to confirm or dis-confirm the hypotheses given at the beginning of the study. Finally, it brings into light the possibility of using video games for educational purposes; not only at the Algerian schools but also as an outdoor practice for EFL.

4.1 Research Design

In order to have a full view on the study in hand, a correlative approach is what we opted for. The study was built upon the combination of qualitative and quantitative approaches, as the diversity is the data collection methods provides the researcher with a wide range of options. We used a triangulation method to collected the needed data, where we started with an observation for the target population. Then, we interviewed the students to narrow the population into the sample which the questionnaire was made for.

4.1.1 Observation

We observed the activity of first year students of English at the University of Mohamed Khider during their oral session. We did not only observe but also intervened sometimes in order to understand the differences (interests, style of learning…) between the learners. The observation focused on the communication ability of learners and how they interact in the classroom. After some sessions, we were able to choose the right sample to work with.

4.1.2 Interview

The observation provided us with a picture that some students are highly active and productive during oral session while others are less active. Depending on the results of the observation, we interviewed the students to understand why there is such a difference in interaction even though they are taught in the same environment.

4.1.3 Questionnaire

The questionnaire is designed to suit gamers and to investigate whether videogames have a real impact on the learners or not, especially educational games like Minecraft.

4.2 Population and Sample.

For this study, we targeted First year LMD English students at University of Mohamed Khider. The reason behind why we have chosen this exact population is the fact that changes in their behavior and their academic improvement (Improving OCC for our case) is going to be detected. As they are fresh, applying experiments or other methods on the way they are taught will show directly in their results. For that, it was believed that they are the suitable population for this study.

The sample, in the other hand, was chosen only after the observation was held. We, at first, selected the students who showed an interesting capacity in the oral sessions. As we expected, most of the active students were gamers (play videogames). Then, we narrowed our sample to only gamers who played Minecraft (or still playing) which made the sample size was 38 students regardless to sex and age.

4.3 Data Analysis

Analyzing the data gives the final answer if the methods followed while conducting this research covered the hypotheses or not. In addition, this step is important because it summarizes the main goal of this whole research paper. In other words, analyzing the data breaks down the complexities and paves the way to understand the purpose behind this research.

4.3.1 Data Analysis of the Observation

Observation is the scoop that helps the researcher collect a set of information about the sample that s/he wants to study. It helps build a full picture of the issue in hand and gives an insight of where that issue is coming from. For this reason, we decided to use this tool to make a reasonable set of questions for our project and note the possible answers.

So, we observed first year English students' interaction during their oral sessions. The observation was active in that we interacted and interfered at some moments of the sessions.

While observing, we noticed that teachers use different teaching methods. Some of them followed the traditional way of lecturing such as presenting the lecture and explain it without insisting on the students to participate; whereas, others used methods that requires the learners' participation like role plays. In both methods, there was a clear distinction between the students. In other words, we could differentiate two types of interaction, inactive and active.

Less active students were either not interested in the subject of discussion or writing their answers on their copybooks rather than speaking them to the teacher. At first, we put the possibility of choosing the right subject to discuss with the students as the main problem for those who were not interested, but even when the teacher in other sessions changed the subject, their reaction was the same. This made us wonder what could be the reason behind that? Then, we classified those who had the answered and they seemed like they wanted to participate but they did not, under 'psychological barriers. However, these were just predictions that later on, we made sure of their correctness through a short interview.

Whereas, active students were excited to share their ideas, even though, some of them were not able to form a complete complex sentence yet they participated all the time. We came to notice that the vocabularies they were using are easy and not something that they would learn in an educational environment (especially they were just moving from basic English classes at high school, to be an EFL learners). We used this chance to ask if our independent variable 'Videogames' can be one of the reasons behind this active interaction. The answers we received were surprising, as not only the students agreed on this hypothesis but also the teachers encouraged it and commented that they are thinking about using this tool in the near future.

Finally, thanks to the observation, the path that our study is going to take was clearer. There was a glimpse of hope that our project is going on the right way and it will have a positive outcome.

4.3.2 Data Analysis of the Interview

As a matter of fact, the interview was not in the plan at first. But as mentioned before, observation shows the researcher the steps that s/he should follow when conducting a research. We decided to use this short interview to answer the questions that were formed when observing the students at their Oral sessions and to confirm whether the hypotheses are correct or not.

For less active students who were not interested in the session, we asked them what would make them interact or what are the subjects that would interest them. The majority answered that the topics are the same and they would prefer if the teacher asks them before presenting the lecture what would they like to discuss today and make a vote. Their answer gave an insight that in this manner, there will be a diversity in the subjects and the session would be more like give and take rather than just receive. As for those who were writing their answers and reactions on their copybooks and not sharing, the obstacle was, as predicted, due to shyness and fear of making mistakes in front of those new friends. This is highly expected; a new environment would bring along new challenges.

Unlike inactive students, we asked the active part what is behind their confidence and the vocabularies they used. The answers were different, some said they watch movies and that helps them pick up words and expression, some referred to music and others to reading books. But again, the majority said that interactive videogames helped them a lot as they speak to different people with different accents and languages yet most players use English. In addition, the games quests and instructions are given in English so they find it a necessity to learn the language in order to fully enjoy gaming.

At the end, we came to understand that the idea that 'videogames has an impact on communicating in English Language' is somehow correct. This conclusion, led us to investigate

more about how to use this virtual-world to accomplish the real-world goals (which in this case is improving OCC of EFL Learners).

4.3.3   Data Analysis of the Questionnaire

The final step in this project was the questionnaire. It had five pages and combined open-ended and close-ended questions to suit the nature of the research quest. Also, the sample (s=38) to answer the questionnaire was chosen based on the experience of using videogames and not based on age and gender.

We started the Questionnaire with 'How long have you been playing Minecraft?', due to the fact that the duration of using something has a great deal on the consequences and on how suitable is our choice of the game. The applicants had three options to choose from: Less than a year, between 2 to 5 years or more than 5 years. 10 participants crossed the first option box, 28 participants crossed the second option and the rest, which are 5 participants, crossed the final option. Depending on the results, we can notice that the majority of the applicants have played Minecraft for more than two years. This indicates that the game was beneficial and fun, otherwise, who would continue to use a product for that long if it did not have a good impact.

To make sure of our prediction (Some learners are better communicators because they are gamers) of the first question's results, we directly asked about that impact. In other words, we asked the participants if Minecraft helped them learn English. The answers were positive in that 35-participant answered with 'Yes', while, only 3 participants said 'No'. Having this distinction in the answered confirms our assumption that 'Minecraft does indeed effect English Language Learning'.
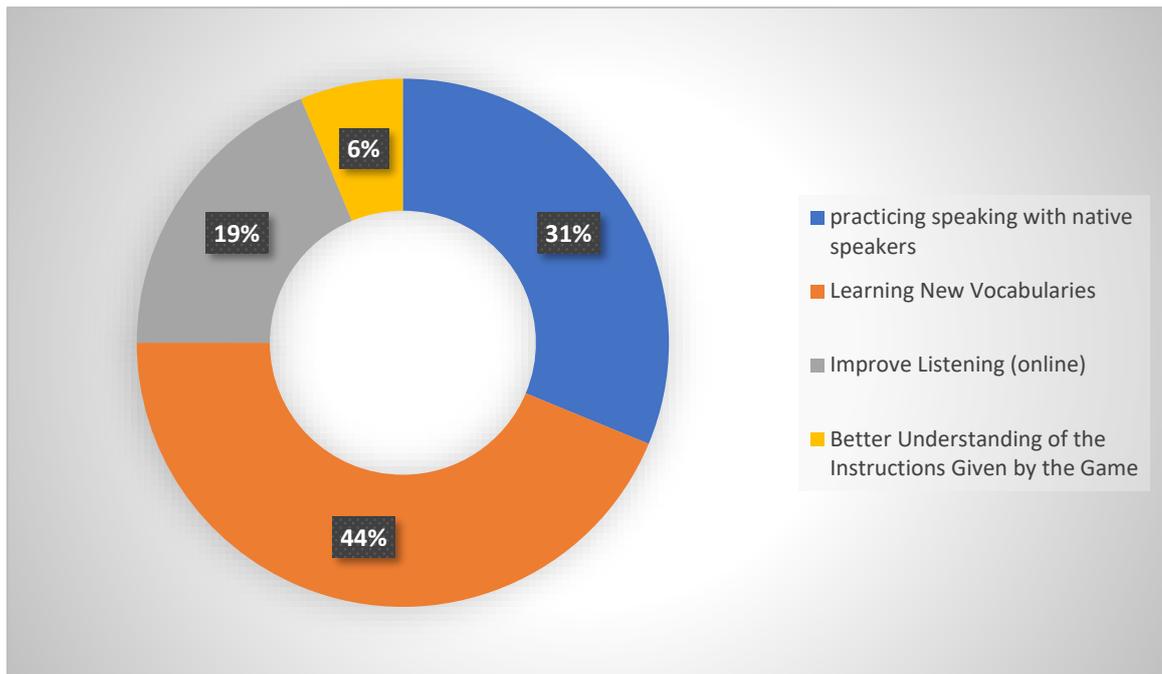
Figure 4.1: Language Proficiency Improved by Minecraft

The graph above shows in what way this videogame helped users improve reading, writing, listening and speaking according to those answered with 'Yes'. It appears that learning new vocabularies is a natural when gaming as the high percentage goes to it, which implies that gamers end up having a vast collection of words every time they play a game. As speaking is a combination of words put together, we are allowed to say that this result serves in developing a smooth conversational flow. We could make sure of that when 50% of the participants said that they always use English when communicating in the game when we asked about the frequency of using English during the game. However, 7.89% stated that they never use it and we are guessing they are the same ones who answered with 'No' in the previous question.
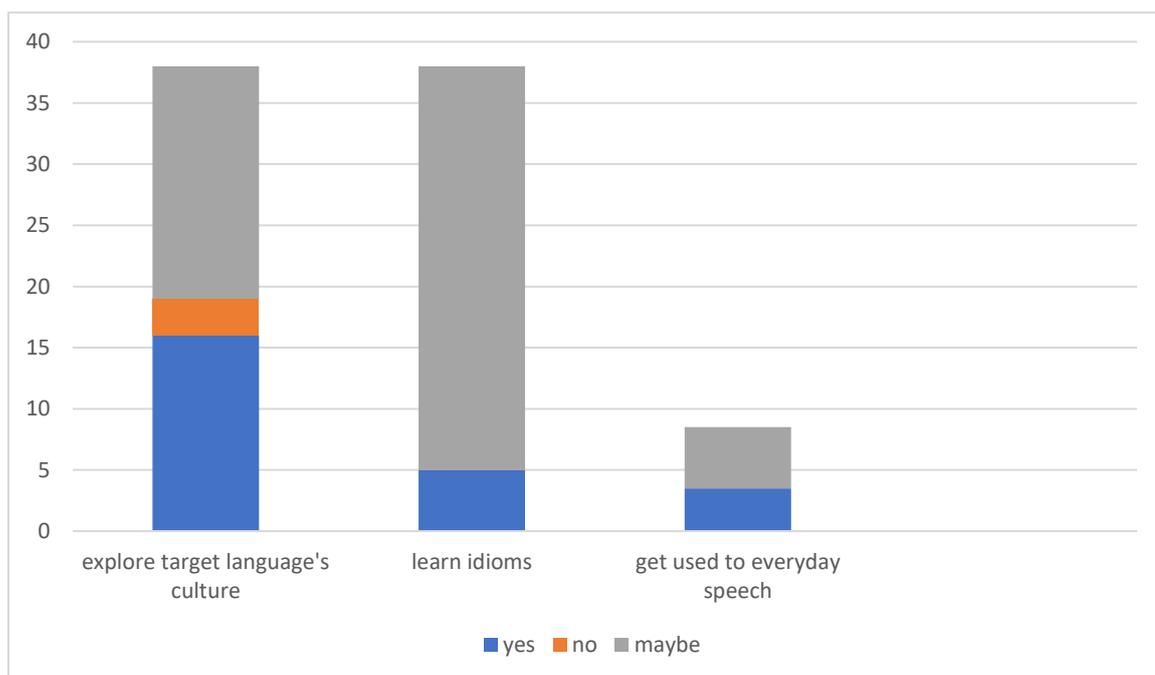
Figure 4.2: Learn About the Target Language's Different Aspects through Video Games

The majority of participants believe that Videogames help them learn about and understand more the culture of English-speaking people. Many games are built on a historical myths and events like 300: march to Glory, Age of Empires, Assassin's Creed (all editions), Jane's WWII Fighters, Rise and Fall: Civilizations at War…etc. which enriches the players' understanding of the historical settings. This sort of video games puts in the hand of the gamer (learner) an illustration of how the different civilizations around the world used to exist. When playing, the learn could gain a fertile knowledge about the dress code, type of weapons, the geographical area and even the weather difference between the civilizations.

Minecraft, in the other hand, might not have that kind of deep influence on the history background understanding or building, still, it surely impacts everyday speech acquisition. Since how English language learning (acquisition) is the main target of our study and not the history-building, this game is the suitable one. To make sure if it really is the logical choice for the research objective, we asked the candidates if Minecraft is a suitable place for EFL learners to practice language production.
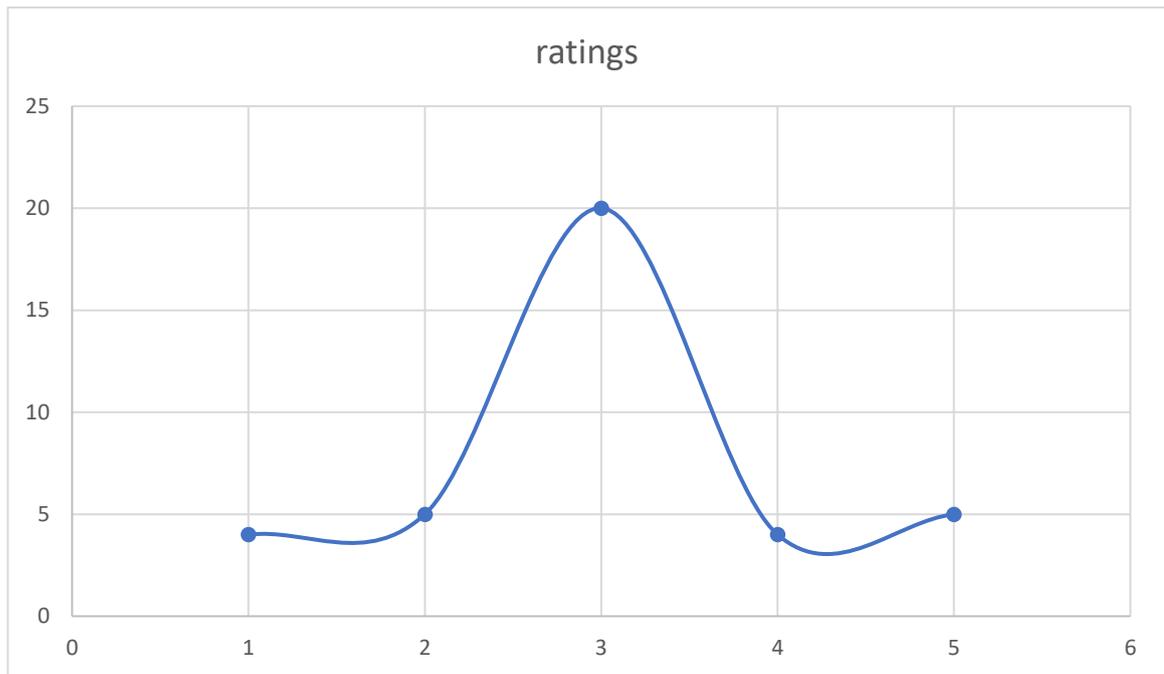
Figure 4.3: Gamers Ratings to Minecraft being a Suitable Place to Practice English

The Line graph presents the number of students (0-25) according to each value of rating (0-5). The pique was for the middle value which indicates that gamers are neutral to this idea. The number of students who highly support the statement and those who do not strongly support it is equal. Thus, being neutral is also a supportive reaction as they could have rated this argument with (1) if they did not have a thought that it really is suitable at some cases. Our analysis to this result is that those gamers who rated (3) have probably thought that it is suitable yet there are other games that are more beneficial. To defend our point, we would argue that FPS games and Strategy games have better influence on the speaking side (practicing English), yet they could not be included as educational games.

Equally important, our research aims at proving that Video games has an impact on OCC, regardless to our choice of the game to do the survey, all video games are considered. So, even if the students did not vote on Minecraft, they still agree on the fact that Video games influenced their learning of English language. To summarize our argument, action or strategy video games do really enhance the improvement of OCC, however, they are not

suitable as a classroom activity but as an outdoor activity. Instead, Minecraft is the one to suit the educational, in-class environment.

Far from which game is suitable, if an EFL learner can read, write and is a good listener but still faces obstacles producing it, s/he is still not considered competent. In the light of this and from the hints we have gathered from interviewing the passive learners about the possible obstacles that prevent the oral communication flow. We used the gap to question the active learners (gamers) if they have suffered similar obstacles.
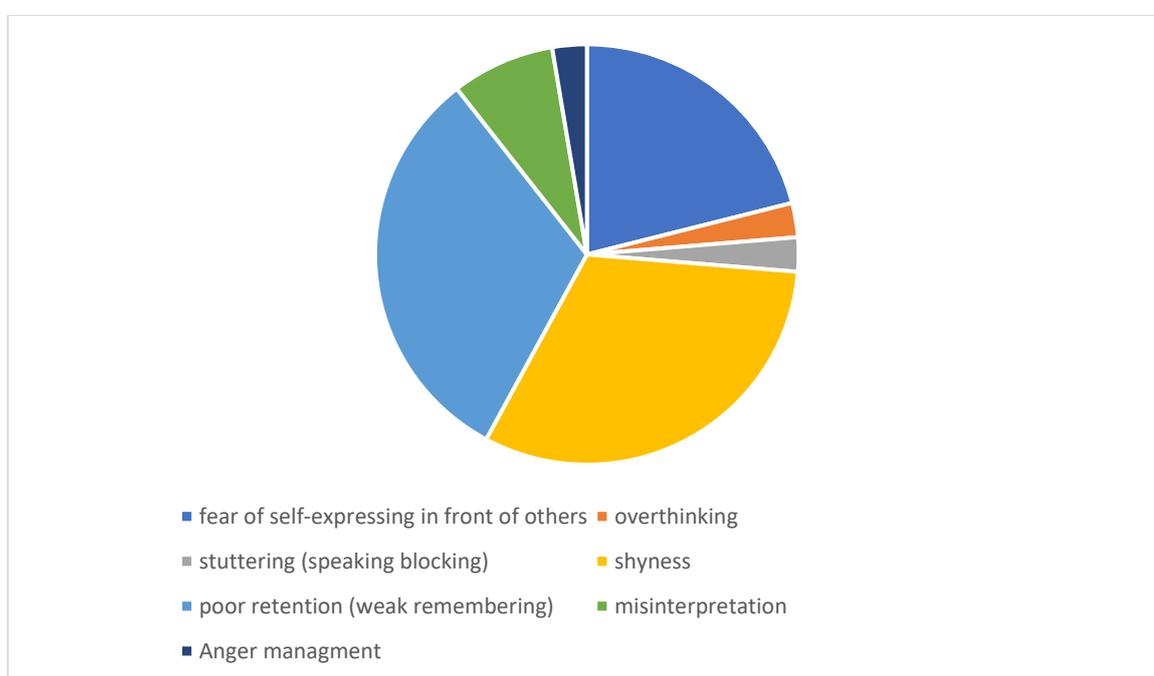
Figure 4.41: Common Psychological Obstacles Preventing Communication

As the pie chart shows, Shyness and poor retention (inability to remember words and ideas even though the speaker already knows them) take the big share. It appears that even gamers, who showed no fear to express their thoughts when observing the oral sessions, have experienced this type of psychological barriers. Hence, they somehow managed to overcome them. We could only conclude that video games had a share in this step as they are the only things that differ these students from the others.

To make sure of our assumption about the idea that video games affects overcoming or avoiding psychological obstacles that prevent oral production of the language, we asked the candidates if they agree to the assumption.

Agreement/ disagreement	votes
Strongly agree	15
Agree	19
Neutral	4
Disagree	0
Strongly disagree	0

Table 4.1: Votes on Video games help Overcome Psychological Barriers

From the results shown on the table above, our assumption has been confirmed. As we can see, students agreed on the idea that Video games helped them conquer those breaks and go after developing a better level at English language proficiency.

For more information about how did that happen, the party who confirmed our prediction added the following to explain their point of view:

- Meeting new people makes you learn a lot and overcome anything.

- When gaming, you will find yourself overcoming those barriers day per day.

- People we meet on the games talk in English, they help us correct our mistakes and mispronunciation.

- Video games taught us how to start a conversation and make it last longer.

- Video games provide us with an opportunity to know how speech is interpreted so we learn how to avoid misunderstandings and what correct words and expressions to be used according to which situation.

- They helped us become better communicators. We can communicate fluently with our friends, family members and even helped us with our studies.

Despite none of the participants disagreed, one of them added that just like real-life, there is a chance of meeting toxic people (people who are considered a bad influence) when gaming. But it is not a real problem if we just avoid interacting with them. To comment on this, we would say that we might not be able to avoid them if we are on the same team yet we could make use of this chance to see how other people deal with them. Like this, we would gain familiarity with such situations and such people and be immune to their negative influence in real-life. This is one of the social side effects of playing video games.
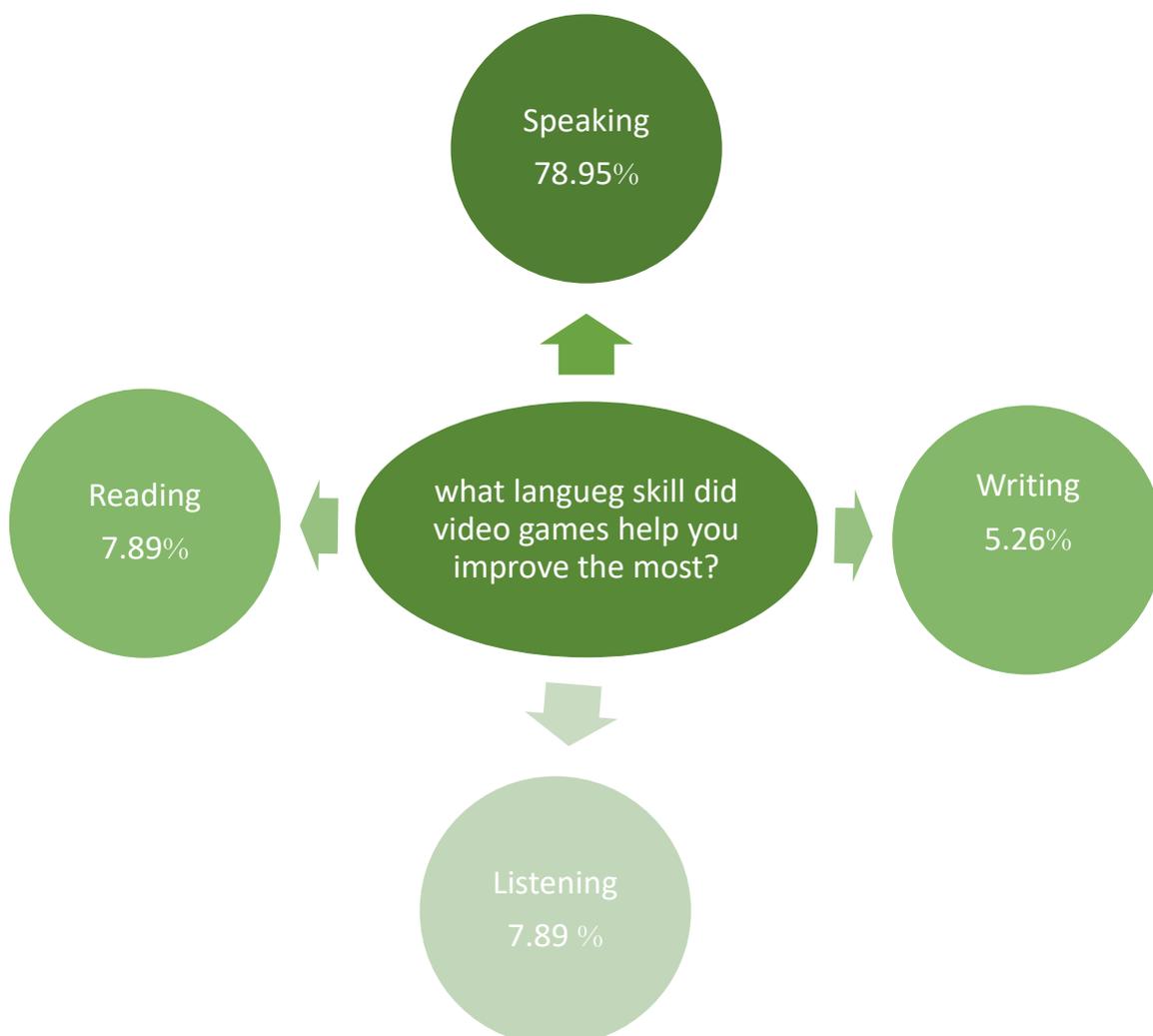
Figure 4.42: Video Games Relation with Improving Language Skills

To our knowledge, the ability to use a language or to master a language means being competent in the four skills (Reading, Writing, Speaking and Listening). The high percentage goes for improving the speaking skill according to the students at University of Mohamed Khider. The four skills in fact are related, if we improved our speaking that naturally means we improved a good listening skill. And if we improved reading, that also signifies we improved writing skill. As we limited the students to choose only one skill (the most improved), that does not necessarily denote that they only refined that skill but implicitly the other skills as well.

Depending on the outcomes of the previous question, the applicants had to mention what are the games that assisted them ameliorate their OCC. We received a rich set of suggestions so we chose to introduce the most repeated ones that are:

- Counter Strike (Source and Global Offensive)

- Call of Duty (All Editions)

- Grand Theft Auto

- Battlefield

- Criminal Case

- League of Legends

- Volorant

- Guild War 2

- Escape Room

- Super Mario

To clarify why students did not give a direct answer whether Minecraft is a suitable place to learn English (Graph 3), the games suggested here are the ones that impacted their language learning the most. But only as an outside the classroom activity because when we questioned them what games would they include as a course if ever video games were a subject

to be added in the educational system, most of the previously suggested games were not mentioned.
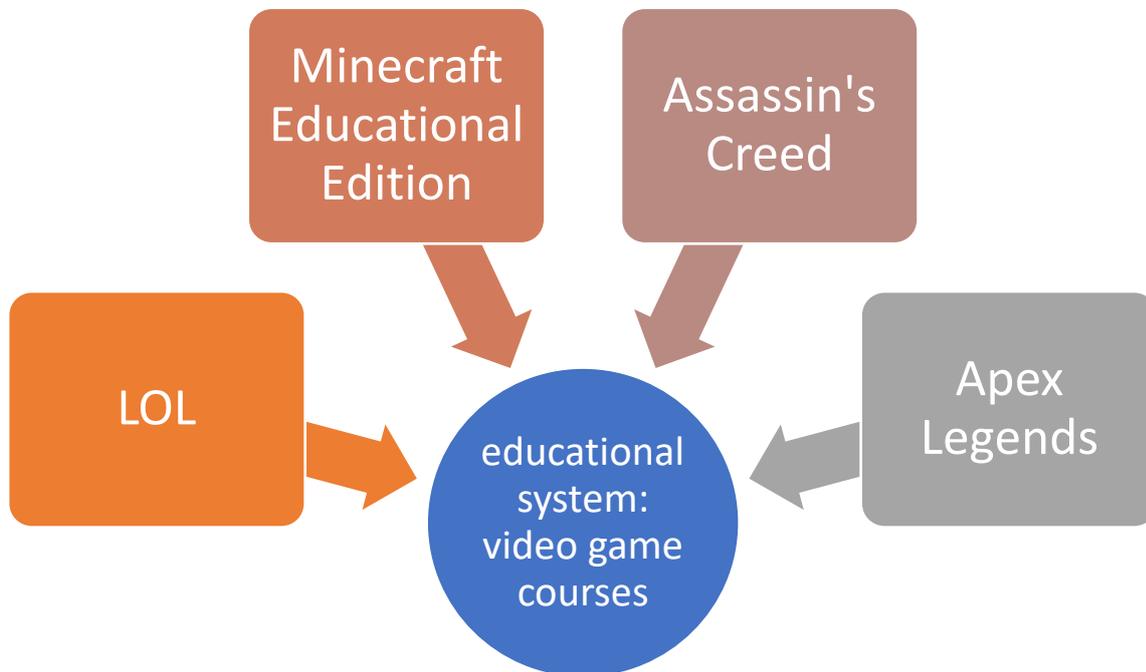
Figure 4.6: Video Games that Fit the Educational Aims

Some of the applicants gave details about their choice. At first, Minecraft, according to them, is a great fit for an elementary level or people who want to build a strong vocabulary base. The game introduces the players to develop their creativity and for those who imagine a lot to have a world where they can give life to their imagination while learning. Second, shooter games are suitable for middle and high school students as they build the teamwork spirit so pupils will learn how to blend in and avoid awkwardness. As a result, we will see a smaller number of introverts and passiveness. Besides, games that hold a historical storyline and settings would be a great addition to present history class to students. The brain works better when information is introduced to it as pictures; colors, as well, influence the brain to function in a better way. If videogames were used to introduce classes, a notable number of difficulties would be avoided.

Finally, videogames should not be added as a mandatory module that students will be tested on in a later time of the term. That would deviate the objective of our research and would result in negative outcomes. However, they should be added as a helper tool that students would join voluntarily. That way, the fun and excitement feature would still exist and learners would not look at it with stress knowing that they will be tested on it. Playing videogames is just like reading books, it is entertaining and educational as long as they are not imposed by an external side.

Conclusion

The outcomes of this chapter have served our attempt in a positive way. At the end, we have come to find out that our hypotheses met a safe ending and they were confirmed to be workable. It is true that some communicators are better than other because of video games, yet that is not the only reason behind that. In addition, we have figured out how do video games motivate learners to better their English language proficiency level and what sort of games affect the learning process. Finally, we introduced Minecraft education edition and explained how it nurtures OCC as well as other 'survival' skills. Even without being able to test our hypotheses through an experiment as it was planned, we could prove the hoped results.

Recommendation of the Study

*We would recommend instructors to explore the virtual world, even if not to play video games but just to have an idea about them.

*For EFL teachers, especially oral skill teachers, it would be better to ask the students to vote for topic of discussion and to consider all the options for an active class.

*The age gap between the learners (pupils, students, student-researchers or even adults) might be one of the obstacles when teaching. To deal with it, we suggest to engage with them in a friendly conversation. That would make them feel comfortable and drop the shyness.

*There are some websites, YouTube channels and books that targets Minecraft and others that just target education in general. If the teacher really attempts to use this tool, we would recommend the following:

- The Ultimate Player's guide to Minecraft by Stephen O'Brien.
- Edurolearning.com
- Study.com
- Minecraft Modding guide by Tynker (2018)
- OMGchad Mincraft Tips & Tutorials

*We also recommend the use of communicative games inside the classroom as an alternative to video games or debate like:

- Role-play games
- Guess the word

There is actually a textbook made by the British council about communication games that holds different types of games that are sorted by situation and how to play them. The textbook is entitled '*ELT Guide-1: Communication Games'* (Milestones in ELT).

General Conclusion

From the beginning of this dissertation until the end of it, the main idea was one. 'enhancing Oral Communicative Competence'. There has been probably an enormous number of researches dealing with this topic, the ways approaching it must have been different yet the hoped result was similar. If this would imply something, it would indicate how much Oral communication is important.

In this paper, the goal which is improving oral communicative competence was approached through the use of Video games as a modern tool in the Algerian Universities (aims of the study), mainly, in Mohamed Khider University. The Algerian society is still not acquainted with the term 'Video games' in education, they usually look at it as an entertainment tool or as a waste of time. The idea of changing the angle they look through towards such material was a must as technology is taking over the world. Make use of such modern tool does not only improve the learners' skills (whether communicative, coding, building, imagination or creativity) but also strengthen the relationship between the teachers and their students. Sometimes, the gap between the teacher's interests and his students creates an uncomfortable learning environment where the instructor feels like the learners are not engaged in the lesson and the learners feel that the teacher does not understand their needs.

The research has undergone a deep investigation in order to monitor the hypotheses given. It was proven true that some students are better oral communicators because they are gamers. In addition, video games do really motivate learners to improve and they help present the lesson in a radically different method that attracts the attention of the students which makes them focus more (Hypothesis two). The final hypothesis which assumed that Minecraft is a tool to enhance OCC and educational level in general has also been proven to be true (as mentioned in chapter three pp.69-72 & pp.76-82).

Asking the educational administrations to consider using the virtual world in its system is not an easy task and is assumed to face obstacles thus, due to its positive results and the facilitations that would provide is expected to break the ice. Another argument would be that Algerian (and also many other countries) educational institutions lack in many ways, especially in materials. Making use of this gap to present Minecraft Educational edition is nothing but an attempt to provide learners with an environment where they can experience real-life like environment that consist of all the needs.

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Appendices

Appendix 1: Observation notes

To collect the needed information about the case study and in order to narrow the scope of our study, we observed freshmen students inside and outside the classroom (it sounds as if we stalked the sample but it was an act to see if students use English outside the study room or not). After couple of months observing we came to collect some notes as follows:

- In the classroom (Oral sessions), teachers trigger students to engage in the discussion mentioning different topics without asking the students view first.

- Students who already have a background about the subject participate while others do not even try to understand what the topic of discussion is about.

- Teachers try to simplify the ideas and the use of words, still students do not engage and others want to participate but avoiding eye contact with the instructor.

- Some students talk for the whole session, they do not show any hesitation to express their thoughts nor exposing the subjects that interests them.

- When students ask teachers about a subject, some teacher follow their will and discuss the topic. In similar cases, the interaction inside the classroom is more active (two-way interaction).

- In the other hand, some teachers do not engage with the topic suggested by the students which leads to passive interaction (one-way interaction).

- Outside the classroom, there were two types of students. The first (interpreted to be the active ones in the class), use a mixture of Arabic and English languages to communicate (code switching). The second, uses only Arabic unless their friends triggered them to respond in English.

- Some students seemed to use English even if they are not around the classroom environment.

- Interacting as an observer with the teachers inside the classroom, we figured that some of them are considering the idea of using video games (even including them as a teaching tool).

- When we mentioned video games, students seemed interested and they took the idea as a subject of discussion (we noted at this point that even those who avoided participating before shared some of their thought about this point).

Appendix Two: Interview Questions

In order to have a clear picture on the obstacles and the motives affecting the students'

engagement, we interviewed freshmen of English Language at University of Mohamed

Khider. The interview questions were direct as we already knew what we are looking for, like:

- Active Students:

  - What motivated you to learn English?

  - Have you faced obstacles communicating in English before?

  - How did you cope with these obstacles?

  - What would you suggest for those who want to improve but do not know how?

- Passive Students:

  - Why are you learning English?

  - Is there any specific reason why do you avoid participating in the classroom and
    avoid using English outside of it?

  - What are the obstacles that prevents you from developing you level?

  - Have you tried something to overcome these obstacles?

Appendix Three: The Questionnaire

Students Questionnaire

The following questions are about Minecraft video game. By analysing your answers, we are hoping to figure out how does Minecraft impact English Language Learning. Please give your personal opinion according to your personal experience.

1. How long have you been playing Minecraft?

   Check all that apply.

   ☐ less than one year
   ☐ 2-5 years
   ☐ more than 5 years

2. Did Minecraft help you learn English?

   Mark only one oval.

   ◯ Yes
   ◯ No

3. If yes, tell us in what way did it improve your language proficiency (Reading, Writing, Listening and Speaking)?

   Check all that apply.

   ☐ Practicing speaking with native English language speakers.
   ☐ Learning new vocabularies.
   ☐ Improve listening (when playing online).
   ☐ Better understanding of the instructions given by the game.
   Other: ☐

4. How often do you use English when communicating with other players?

Mark only one oval.

- ( ) Always
- ( ) Very often
- ( ) Sometimes
- ( ) Rarely
- ( ) Never

5. Do you think that Minecraft (as well as other video games) help language learner learn more about the culture of the target language?

Mark only one oval.

- ( ) Yes
- ( ) No
- ( ) Maybe

6. explain how?

Check all that apply.

- [ ] learn Idioms
- [ ] Get used to everyday speech (as players are natives of English language usually)
- Other: [ ] _____

7. 'Minecraft is a suitable place for English language learners to practice in a real-life like situations' rate this statement.

Mark only one oval.

	1	2	3	4	5
	( )	( )	( )	( )	( )

8. What are the difficulties you face when communicating in English?

   Mark only one oval.

   ◯ Fear of Self-expressing in front of others.

   ◯ Overthinking.

   ◯ Stuttering (speaking disorder. blocking speech or difficulty to utter words)

   ◯ Shyness.

   ◯ Poor retention (Unability to remember words or ideas).

   ◯ Misinterpretation (unability to understand what is said correctly).

   ◯ Anger management.

   ◯ Other:

9. 'Video games help overcome communication Barriers/ difficulties' do you agree with this statement?

   Mark only one oval.

   ◯ Strongly agree

   ◯ Agree

   ◯ Neutral

   ◯ Disagree

   ◯ Strongly disagree

10. 8.If agreed, how did Video games (Minecraft) help you Overcome these obstacles?

11. If disagreed, what do you think is a better solution for these obstacles?

12. In general, what language skill did video games help you improve the most?

    Mark only one oval.

    ⬭ Speaking

    ⬭ Listening

    ⬭ Reading

    ⬭ Writing

13. What video games have you played/ are you playing and you think they are suitable to improve speaking? (list two at least)

14. If video games could be added as a course, what video games would you suggest to be added in the educational system? (Mention two at least)

15.   Why do you think the games you suggested are suitable and how would they improve learning/teaching? (be brief)

_____

_____

_____

_____

_____

Thank you :)

For answering this Questionnaire and helping me with my research, I am sincerely thankful. May you be blessed!

MINECRAFT at Schools!

Our Brains on Videogames:
Too much of anything is not good, no matter how beneficial that thing is supposed to be. The same goes for videogames, too much of them is harmful but knowing how to use them is useful,
Hearing the word 'Videogames' irritates parents as they think of it as an enemy to their children's developpment and the ruiner of their scores. Thus, this is not completly true! Videogames proved to have a positive impact on the players' brains. Matter of fact, Brain scientists have been interested in studying how these tools improve mental functions and Daphne Bavelier is one of them. In 2012, on TED, she talked about how shooting games influence our brains and how these games as as beneficial as reading or doing algebra. She added that people who play this type of games have better sight than those who do not,

To her, they are able to resolve small details and different shades of grey. According to her, the brain networks that control attention which are Parietal lobe (orientate attention), Frontal lobe (sustain attention), Anterior Cingulate (regulate attention to resolve conflicts) are more efficient in gamers. At the end of her presentation, she mentioned that Brain Scientists and Videogame developpers are trying to work together to make videogames that are educational and fun.

Conclusion:
If controlled, approaching education using these tools is going to be a big hit in the future of teaching where schools will no longer be the nightmare of learners!

Evolution

This Brochure is a written Presentation to the Project,

This pamphlet follows the dissertation entitled 'Enhancing Oral Communicative Competence through Videogames: Case of Minecraft'.
The focus here is on the mean that is hoped to be used to reach the main goal,

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(2019-2020)

What is meant by their production is learning English while playing outcomes. It is a true fact that we memorize things better if we bring the abstract and make it concrete. Providing them with a place where they literally have every tool to create their worlds encourages them to be more creative, more active and even smarter.

As an Educational videogames, Minecraft (Even if not the Educational version) is for parents as well to enjoy their time with their children while making sure they are learning,


Minecraft:
From the vast list of videogames that could be used to tutor, Minecraft (especially Education Edition) sounds to fit as a glove within 'Schooling'. Based on its name, we can already conclude that it has a relation to teaching and learning.

Due to the creative value and educational objectives of this videogame, it is expected to be a great addition to schools mainly Primary schools. Children are known for their attraction to colors, toys, and for their unlimited imagination. If teaching English is going to take a place at elemantry schools, we are that our suggestion to add this Minecraft as a teaching method would be taken into consideration.

Just imagine how would the idea of giving the children a space to express their inner thoughts while being monitored by their teachers would affect their production!
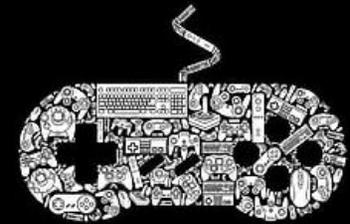
Introduction:
Introducing Videogames to the educational institutions as a material to teach might seem as an untrusted step, however, the benefits from using such tool worth the risk.

Videogames for the next decade are assumed to take over Hollywood. In other words, they would take over the entertainment world. So, buildinig a strong background about them is nothing near a 'waste of time' as it is looked at by some people, but a gain of knowledge in fact.

Making the right choice of games to be used as an alternative to old teaching methods cannot be imposed to learners. Imposing them would deviate the main idea from using them which is 'making learning fun' because everything is nice to do until someone obliges you to do it.

الملخص

البحث الحالي عبارة عن تحقيق حول تأثير ألعاب الفيديو على تعزيز الكفاءة التواصلية الشفوية لمتعلمي اللغة الإنجليزية كلغة أجنبية. العينة التي اختيرت من أجل القيام بهذا البحث كانت 38 طالب من طلاب السنة أولى في اللغة الإنجليزية بجامعة محمد خيضر بسكرة. السبب وراء اختيار هذه الفئة بالذات هو سهولة رؤية التغيرات التي يمكن أن تطرأ عليهم كونهم مبتدئين في هذا التخصص، أيضا بإمكاننا ملاحظة التغيرات او الاضطرابات التي يوجهونها مع تغير البيئة التعليمية عليهم. من أجل القيام بالبحث تم اختيار لعبة الفيديو 'ماين كرافت'Minecraft'لامتلاكها جانبا تعليميا، خصوصا وأن

اللعبة أصدرت نسخة تعليمية'Minrcarft Education Edition' . لإجراء الدراسة، تم إختيار منهج الطريقة المختلطة وتم جمع البيانات من خلال الملاحظة والمقابلة والاستبيان. أظهر تحليل البيانات أن هناك علاقة سببية بين المتغيرات 'ألعاب الفيديو 'Minecraftوالكفاءة التواصلية الشفوية'. مما يشير الى وجود تأثير مباشر لمتغيرات 'العاب الفيديو' المستقلة على المتغير 'الكفاءة التواصلية الشفوية' الغير مستقلة.