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Students' and Teachers' Perceptions of Educational Video Games in Improving Students' Speaking Skill

The case of second year EFL students at Biskra University

Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements
for the Degree of Master in Sciences of Language

Board of Examiners

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Declaration

I, **Ben zetta Abdelhamid**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Khider University of Biskra.
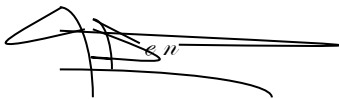
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Signature:

Dedication

I dedicate this work to my parents who offered me unconditional love and support and have always been there for me.

To my brother, sister and all my friends and teachers.

Acknowledgements

Heartfelt gratitude and praises go to the Almighty Allah Who guided us through and through.

This work could not have reached fruition without the unflagging assistance and participation of so many people whom I would never thank enough for the huge contribution that made it what it is now.

I would like to extend MY sincere appreciations to MY honourable supervisor Dr. Slimani Said, the Panel of Examiners and all the EFL teachers of Mohamed Khider University of Biskra.

ABSTRACT

The present study aims to gain insights into students' and teachers' perceptions of educational video games in improving EFL speaking skill. To achieve the objectives of this study, a descriptive research methodology was adopted as a suitable way for dealing with and describing systematically the phenomenon. Throughout this study we hypothesize that there are varieties of educational video games that can be used to enhance EFL speaking skill and EFL teachers might find it more effective tools. In order to confirm the previous hypotheses, we investigated the case of second year EFL students. Two (02) questionnaires were administered to collect data, one to ten (10) Oral Expression teachers and another to sixty (60) second year EFL students who were chosen randomly at the English Division of Biskra University during the academic year 2021-2022. After analyzing the obtained data, the results have shown that both learners and teachers have a positive attitude towards the use of video games as a tool to improve and develop the speaking skill. Finally, several recommendations and suggestions have been made to both teachers and students based on the research findings. Teachers are recommended to be aware of the involvement of educational video games in order to create new exciting ways of learning and enhancing the speaking skill of their EFL students. Students are recommended to be exposed to the use of technological tools such as educational video games regularly to assist them overcome their speaking reluctance to improve their speaking skill and oral performance.

List of abbreviations and acronyms

AECT: Association for Educational Communications and Technology

CALL: Computer-Assisted Language Learning

CLA: Communicative Language Approach

CMC: Computer-Mediated Communication

EFL: English as a Foreign Language

EVG: Educational Video Games

FIFA: Federal International Football Association

H: Hypothesis

LMD: License-Master-Doctorate

MCLT: Modern Communicative Language Teaching

MMORPG: Massively Multiplayer Online Role-Playing Game

PC: Personal Computer

PDA: Personal Digital Assistants

PUBG: Player Unknown Battle Grounds

RQ: Research Question

TELL: Technology Enhanced Language Learning

Xbox: Microsoft Video Game Console

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GENERAL INTRODUCTION

General Introduction

Introduction

Teaching English is a challenging task. In past years, many EFL teachers relied entirely on the use of traditional methods. Nowadays, with these technological advancements, educational technology is introduced to the field of EFL teaching and learning. As a result, new separate fields of study and practice focusing on the application of technology have emerged (e.g. Computer-Assisted Language Learning (CALL)). Many researchers and educators are now concentrating their efforts on video games in particular. Recent studies have found that video games have the potential to enhance foreign language learning outcomes.

1. Statement of the Problem

Educational technology plays an essential part in EFL teaching and learning. Despite the increased interest in using video games as an educational technology tool to enhance foreign language learning, a number of concerns have still to be addressed. Little is known about how students and teachers view video games as a tool for improving verbal skills. If video games are to achieve their full potential, there is a need to investigate their importance on EFL learners' speaking skill.

2. Research Questions

In order to have an answer to the problem statement, we introduce the following research questions:

RQ1: What kind of educational video games that can be used for EFL teaching and learning?

RQ2: What are the students' benefits when playing educational video games?

3. Research Hypotheses

The research questions led us to propose the following hypotheses:

H1. There are varieties of educational video games that can be used to improve EFL students' speaking skill.

H2. The teachers find it more effective to use educational video games within the learning process rather than depending only on traditional teaching materials.

4. Aims of the Study

The major aim of this study is to understand, to some extent, the importance of using educational video games in EFL classes in the department of English at Biskra University in Algeria. The study aims to gain deep insights into students and teachers' perceptions of educational video games in improving EFL speaking skills.

5. Significance of the Study

Since English is now the main language of global communication, learning it and perfecting the speaking ability in particular has become a necessity. Teachers should use appropriate teaching methods and tools to assist their learners in improving their speaking skills. In this study, we discussed the importance of using video games as a tool to help EFL students improve their English speaking skills. Teachers should also know which video games are appropriate for use inside and outside the classroom in order to help their students improve their speaking skills. This study assists EFL students of Mohamed Khider University in overcoming their difficulties in speaking English by introducing them to this tool. This research tackles a serious issue, which is speaking skill, and it gives a kind of solution, which is using educational video games.

6. Methodology of the Study

In this study, a descriptive research methodology was used as a suitable way for dealing with and describing systematically the phenomenon that take place inside and outside the classroom which is the importance of using educational video games to enhance speaking. This study was conducted both quantitatively and qualitatively through survey questionnaires. The first questionnaire was administered to EFL oral expression teachers and the second one was administered to 60 second year EFL learners in the department of English at Mohamed Khider University of Biskra, who are aware of the problems that confront them to master their speaking skill. The objective is to provide a view about using educational video games (inside and outside the classroom) in enhancing their speaking skill.

6.1. Population and Sampling

The research took place at the University of Biskra with second-year LMD English students for the academic year 2021-2022. Out of the total population of about 262 students divided into nine groups, 60 participants were chosen randomly to represent the entire population because they all have the same chance of being chosen. Concerning the sample of teachers, we chose ten (10) teachers of oral expression randomly from the total population of about 60 teachers. They were all chosen to respond to the research instruments addressed to them.

We chose this level because second-year LMD students have been studying the oral expression module and may have been exposed to some technology tools during their semesters, allowing them to understand the purpose of our study. They have also been studying English for four semesters, so they should be familiar with the majority of the issues with speaking.

6.2. Data Collection Tools

The questionnaire has been chosen as a study tool. Due to the fact that it saves time and effort, one can acquire a big amount of data in a short amount of time. We designed two questionnaires, one for students and another for teachers. The first questionnaire was administered to ten EFL oral expression teachers and the second one was administered to 60 second year EFL learners in the department of English at Mohamed Khider University of Biskra for the academic year 2021-2022**.**

7. Procedures of the Study

The students' questionnaire was delivered to 60 second-year EFL students, who were asked to respond individually by expressing their thoughts on the topic. The responses were then gathered and analysed. The conclusions are then presented as statistics about many aspects of the topic. Another questionnaire was distributed to ten teachers of Oral Expression, similar to the students' one, to know about their thoughts on the use of Video Games in enhancing EFL students' speaking skill inside or outside the classroom.

8. Limitation of the Study

Like many academic studies, the current study has significant limitations. It has to do with the study itself, the participants, and the time limits. First, the results of this study cannot be extrapolated to the wider research community because the questionnaire was only sent to a small sample of 60 EFL students. Furthermore, the analysis of such a research issue requires more reliable instruments, such as experimental study, to determine the efficacy of video games in the actual world. But such instruments are not utilized in this research because the time constraints due to Corona virus.

Second, some participants may not have access to a computer or the Internet at home or via a mobile device because it has become obvious that some Algerian families are facing financial difficulties. So, probably a large portion of the students at the selected university might have come from lower-income homes. Moreover, some of the more experienced gamers may play video games with only other Arabic speakers. It is possible that a significant portion of them play with only friends and locals who speak the same language.

Third, the environment surrounding us has changed significantly in the era of Corona virus restrictions, which caused more anxiety and affected the conditions of conducting this research.

9. Structure of the Dissertation

To conduct this research, the current work is divided into three chapters. The first chapter gives an overview of educational video games from a theoretical standpoint. It is concerned with the use of Educational Video Games (EVG) in EFL teaching and learning process. It provides definitions of Traditional and Modern Education, Educational Technology, Computer-Assisted Language Learning (CALL). It speaks about Play Theory, Educational Video Games, Video Games Design and Motivation, Video Games in the Classroom**,** Video Games and Language Learning and Video Games and Language Learning Outcomes.The second chapter provides an overview of the speaking skill which includes the following elements: definitions of the speaking skill, its components, the aspects of speaking, and the importance of the speaking skill, the communicative competence and finally general problems that may be encountered by EFL learners in this skill. The research design and technique are discussed in the third chapter. It describes the study tools as well as the participants' profiles, research procedures, and data analysis methods in depth. The chapter also deals with the analysis of the data collected. It summarises the most important findings in the end.

Chapter One

Educational Video Games

Chapter One: Educational Video Games

Introduction

Like all forms of technology, video games are complex cultural objects that invite all sorts of study, discussion, and analysis. While video games were once mostly used for pleasure, scholars of game studies and educators are increasingly interested in using its motivational ability to improve education. This chapter is concerned with the use of Educational Video Games (EVG) in EFL teaching and learning process. It provides definitions of Traditional and Modern Education, Educational Technology, Computer-Assisted Language Learning (CALL). It speaks about Play Theory, Educational Video Games, Video Games Design and Motivation, Video Games in the Classroom, Video Games and Language Learning and Video Games and Language Learning Outcomes.

1.1. Traditional and Modern Education

Any methodology in foreign language teaching aims to improve the foreign language ability of the student. However, traditional methodology is a functional procedure, which focuses on the four skills (reading, writing, listening and speaking) and areas of knowledge (grammar, vocabulary and so on) in isolation.

Traditional methodology is deeply teacher-centred and the knowledge is poured from a full cup into an empty one. This widespread attitude is based on a prerequisite that learning will take place when students are in the class in the presence of a teacher and listening to him attentively. This methodology puts the responsibility for teaching and learning mainly on the teacher "*chalk and talk*" and sees students only as passive receptors and they will be able to use the knowledge if only listen to the teacher's explanations in the classroom (Scrivener, 2005, p.17). The traditional methodology focuses on grammatical structures and isolated items of vocabulary. Teachers who use this methodology expect that students will be able to

use the language when they learn only grammar rules and lots of vocabulary. However; they found that their students explore only narrow areas of the language. Scrivener (2005, p.27) states that the knowledge of the language's grammar and knowledge of vocabulary form an important part in the teaching and learning process. However, they are not enough to enable the learners of language use language successfully.

Unlike the traditional methodology, modern methodology is much more learner-centred. According to Scrivener (2005, p.17), the student must be the centre of learning, paying attention to the teacher and attempting to learn.

> Teaching does not necessarily lead to learning. The fact that the first is happening does not automatically mean the other must occur. Learning of anything, anywhere demands energy and attention from the learner. One person cannot learn anything for anyone else. It has to be done by your own personal effort. Nobody else can transmit understanding or skills into your head.

The teacher's primary job is to facilitate learning. He involves students in the process by allowing them to work at their own pace. He encourages them to participate and do their activities. In this methodology, students are the most engaged participants. The teacher's role is to encourage and assist students in exploring, experimenting, making learning entertaining, and so on (Scrivener, 2005, p.17). It can be noticed that students are the centre of learning. Students have to make personal efforts doing their activities and tasks with desire and passion.

The goal of learning a foreign language using modern methodology is still being disputed, and there are different possible goals. Scrivener (2005, p.31) claims that nowadays a

great emphasis is placed on communication of meaning rather than purely mechanical practice. Richards (2006, p.4) also emphasizes communicative competence, which is defined as the ability to use language to communicate meaningfully. Scholars refer to this methodology as the Communicative Language Approach (CLA).

Modern Communicative Language Teaching (MCLT) incorporates more contextualized information and practice that is more similar to real-life situations, which is appealing to students. It implies that one must experiment with the language in order to learn how to use it (Richards, 2006).

It can be said that this modern methodology, which allows students to practice English in real-life situations is the best for students to improve the speaking skill.

1.2. Educational Technology

Educational technology refers to the effective use of technologies, materials, techniques, resources, and processes to improve learning, performance, and instruction and make the teaching/learning process more enjoyable (Huang, Spector, & Yang, 2019, p.4).

According to the Association for Educational Communications and Technology (AECT), the educational technology is "*the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources*" (cited in Huang, Spector, & Yang, 2019, p.8). In other words, educational technology is the ethical use of any technical material to aid teachers and students in the teaching/learning process.

Educational technology focuses on both the technical and pedagogical ways and means of supporting learning and instruction. It is the basis for the success of the E-learning revolution recently. The technology-based instruction provides capabilities that can promote motivation and enhance learning (Huang, Spector, & Yang, 2019, p.8).

Huang (2019) defines E-Learning as "*a huge and expanding worldwide industry. It is the use of technological equipments such as computers and digital technology.*"According to Huang et al. (2019, p.1), the educational institutions over the world employ large numbers of specialists various aspects of educational technology creation. However, these organizations often find it hard to employ suitably qualified workers who have knowledge beyond their subfields and disciplines. Again, Huang (2019, p.1) states: "*There is a strong demand for technologists who understand learning theories and for instructional designers and educators who understand technologies and how effectively integrate technology into learning and instruction*"

In short, educational technology is increasingly becoming a part of major educational programmes in institutions around the world.

1.3. Computer -Assisted Language Learning (CALL)

Computer-assisted language learning (CALL) is an approach to teaching and learning in which the material is presented, reinforced, and assessed using a computer and computer-based resources such as the Internet. CALL programmes provide the students with various learning tools to learn English (Mili, 2013).

There are many ways of approaching CALL, such as the use of Word processing, Games, Computer-mediated communication (CMC), Personal Digital Assistants (PDAs) and mobile telephones, and so on. According to Beatty (2010, p.82), the amount of work needed

of both the teacher and the learner before language learning begins is an indicator of the success of any of the applications mentioned.

Beatty states, "*If the cognitive overhead is too high, the technology, no matter how great it is, may not be worth the time invested by teachers and students*". In other words, teachers and students must only use the technical application, which they understand their use to focus only on their language learning.

Beatty (2010, p.82) added that computers, unlike teachers, provide greater learner autonomy because they are available outside the classroom's time and space constraints; a learner who wishes to revisit and extend his or her learning at any time or place has a potentially rich resource with which to do so.

The tasks and exercises in CALL can be classified into a variety of taxonomies based on the stated focus of the software (grammar, vocabulary, fluency), targeted language skills (reading, writing, speaking and/or listening) or Bloom's levels of questions and learner characteristics based on age, gender and level (beginner, intermediate, advanced) (Beatty, 2010, p.154). It can be noticed that fluency has been given an important position in these taxonomies as it is directly linked to the speaking skill. The same author (2010, p.17) states that:

> CALL is now seen to be completely complementary to almost all classroom language teaching and learning activities. It is important that teachers understand this as they assess the benefits of CALL activities in relation to giving students the skills and content they need to succeed as language learners.

It can be said that CALL activities are very beneficial in improving EFL students' speaking skill. Teachers have wide range of pedagogical objectives. Some of these objectives are best accomplished through teacher-fronted modelling, while others may be better accomplished through other means.

Derycke et al. (cited in Beatty, 2010, p.61) offer a justification for the use of collaborative learning by stating that,

> Some of the highest pedagogical objectives can only be achieved by employing group learning activities such as group problem-solving, games, case studies and exchanges with real experts. In all of these activities and skills, language is explored, exercised and developed in ways supported by collaboration at the computer.

It can be noticed that games have been given an important role by Derycke to achieve some of the highest pedagogical objectives.

1.4. Play Theory

Huizinga, as cited in Salen & Zimmerman, (2006, p.123) defines play as follows:

> Summing up the formal characteristics of play we might call it a free activity standing quite consciously outside "ordinary" life as being "**not serious,**" but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings which tend to surround themselves with secrecy and to stress their difference from the common world by disguise or other means.

In other words, Huizinga identified the characteristics of play as free and voluntary, stepping out of everyday life into a momentary zone of action that completely encircles the player, creating its own limits of time and place, producing no material interest, establishing its own set of fixed rules, and encouraging social groupings and secrecy.

Roger Caillois, as cited in Salen & Zimmerman, (2006, p.124) argues that play tends to remove the very nature of the mysterious and the mystery may no longer be good. According to him, Games of chance (gambling houses, casinos, racetracks...etc) played for money have practically no place in Huizinga's definition. The same author stated that: "*In certain of its manifestations, play is designed to be extremely lucrative or ruinous. This does not preclude the fact that playing for money remains completely unproductive. The sum of the winnings at best would only equal the losses of the other players*". In other words, play has two faces, the winning face and the losing face. It depends on who plays.

Roger Caillois, as cited in Salen & Zimmerman, (2006, p.128) defined the nature of play as an activity, which is essentially:

1- Free: where playing is not compulsory; if it were, it would quickly lose its appealing and

pleasurable aspect as a pastime.

2-Separate: defined and fixed in advance within the confines of space and time.

3-Uncertain: the path of which cannot be predicted nor the outcome predicted in advance, with some room for invention left to the player's initiative.

4-Unproductive: producing no commodities, wealth, or new elements of any type; and, with the exception of the exchange of property among the players, ending in the same state as at the start of the game.

5- Governed by rules: it is under conventions that suspend regular laws and establish new

legislation for the time being, which is the only thing that counts.

6- Make-believe: it is accompanied by a keen sense of a second reality or a free unreality, as

opposed to reality.

Sutton-Smith, as cited in Chee, (2016, p.55) suggests that play spaces can be productive for learning because they are places of anti-structure that afford the exploration and construction of new forms of culture. In other words, there are learning outcomes related to play which encourage discovery and creation of knowledge.

1.5. Video Games

The history of video games began in the 1950s and 1960s, when computer scientists created simple games and simulations on mainframe computers and then the games developed throughout time as technology and computers developed (Hansen, 2016, p.13).

The famous games were *Game of Pinball (1960)*, *Space Invaders (1978)*, *Super MarioBros (1985)*, *Myst (1993)*, *Tomb Raider (1996)*, *The Sims (2000)*, *Portal (2007)*, *Angry Birds (2009)*, and *Overwatch (2016)* (Hansen,2016).

Video games are usually played on playstation, Wii, Xbox, PC computers and handheld devices, including cell phones (Hutchison, 2007, p.1). They have now become a huge cultural force, built mostly on active problem solving for young people and many adults too. Video games have as much influence on young people as do movies. If video games can fascinate people to the degree of addiction, then they can certainly be used as a tool to teach anything.

According to Blumberg (2014, p.15), "*learning is still learning, even if it is wrapped up in electronically assisted and captivating packaging*". There is currently a lot of interest in

using digital games to support learning, both in and out of the classroom. MacDonald and Hursh, as cited in Chee, (2016), argue that computer games, whether single-player or multiplayer, opens up a wide variety of educational opportunities. Spurred by many influential writings like of Prensky, Gee, and others, a lot of effort is being put into promoting the use of games for learning and integrating games into regular education.

It can be said that video games have been given an important interest to use them and their influence powers in school and education in general.

1.6. Educational Video Games

Since the mid-2000s, however, we have witnessed the development and spread of highly complex computer games realized by further technology advancements in graphics processing engines and pixel-based color displays. These advancements led to the creation of the game studies discipline, which formalizes the study of game design and development, as we know it today (Chee, 2016, p.1).

Academics have proposed that good video games can be adapted and adopted to improve and study formal and informal learning. Psychology has been at the lead of the research of video games for learning. Psychology researches have led to some of the most noteworthy investigations into learning and video games, including work on motivation, attention, and aggression (Blumberg, 2014).

Green and Bavelier, as cited in Blumberg, (2014, p.162) suggested that action video games might improve participants' visual-attention processes, both in terms of spatial and temporal capacity. According to them, enhanced learning could be linked to video game players' increased capacity to make use of available information. For them, learning is defined

as an increase in one's ability to integrate evidence in order to make a response. Their work characterizes a learning approach that emphasizes biology, primarily neurological change, rather than symbolic mental structures or social interactions.

Anderson (cited in Blumberg, 2014, p.163) theorizes about learning in video games in terms of the general aggression model, and focus on mental representations rather than neurological change. According to him as cited in Blumberg, (2014, p.163), an individual keeps particular knowledge structures such as perceptual and person schemata, or knowledge about sensed objects and beliefs about people, and behavioural scripts, or knowledge of how people behave. For him, learning is the process of receiving, rehearsing, and reinforcing these knowledge structures through direct experiences and observations. Anderson and colleagues' emphasis on game representations, (particularly aggressive action) favours an information-based approach to learning that differs from both Green and colleagues' biological focus and the socio-cultural approach.

Socio-cultural approaches to learning and education have also begun to examine the potential for games and learning. Socio-cultural Academics approach games as potentially powerful educational and cultural artifacts. For them games, mediate player activity, some of which is educationally valuable. According to Squire (cited in Blumberg, 2014, p.161), Learning in games is based on how certain actions are prioritized over others. They are ideological virtual environments in which players can learn new ways of doing and being by participating in designed experiences. For him, video games are tools that can be used to introduce educationally useful material (e.g., information, values) to players in contexts that are purposely created to match world principles with educationally desirable outcomes.

Psychological approaches and socio-cultural approaches are just two examples of the theories currently being applied to the study of video games. Assessment researchers, for example, have begun to explore video games as potential assessment devices that can seamlessly combine student activity and testing (Blumberg, 2014, p.161).

Blumberg (2014, p.164) states "*Because developing good educational games involves working at the intersection of fields such as commercial game development and learning, connecting tools and theories like definitions of learning and design constraints will be likely be useful*". According to him, the first tool is an assessment framework that serves as a theoretical foundation for bringing different disciplinary approaches together (e.g., theories of learning) and the second tool is a design activity or a game jam which Provides a common experience for researchers and developers to encourage innovation and collaboration.

That is to say, designers of video games and scholars must work together to use the different theories of learning in designing activities to use in classrooms and education in general.

1.7. Video Games Design and Motivation

Blumberg (2014, p.69) defines motivation as:

> A construct that helps to explain why individuals choose to approach or avoid a task; and once engaged, whether they put in effort and persist, or simply quit. It also encompasses thoughts and beliefs about a given task, including whether one finds a task to be interesting, enjoyable, challenging, important, or useful, and how one generally reacts to success or failure.

In his definition, Blumberg recognized three concepts of motivation:

1-Activation, it involves the decision to initiate a behavior (approach a task).

2- Persistence, it is the continued effort toward a goal despite the presence of obstacles

3-Intensity, it can be seen in the concentration and enthusiasm with which one pursues a goal.

Bruner, as cited in Malone & Lepper, (1987, p.223) states, "*The will to learn is an intrinsic motive. One that finds both its source and its reward in its own exercise, and making a learning environment fun*". In this definition, Bruner focused on the intrinsic powers and desires that make people do their tasks without any external interference. According to Blumberg (2014), one of the most interesting aspects of video games is their ability to motivate people, and a game's design must adhere to key motivational concepts in order to be motivating.

Chee (2016, p.9) states that "*make learning akin to playing a game, enabled by the programming of game rules and the creation of appealing digital graphics. As for purpose, two key goals espoused are those of learner engagement and motivation*".

Both Blumberg (2014) and Chee (2016, p.9) highlight the importance of the game's design that must adhere to the concepts of motivation, because it is not all games have the same motivational power to help learning.

Malone (1980, pp.49-80) identified characteristics of computer games that promote intrinsic motivation. He claimed that computer games are intrinsically motivating because they promote challenge, fantasy, and curiosity. Games promote challenge because they provide specific, variable, personally meaningful goals, and their achievement is made uncertain but achievable through immediate constructive feedback on the performance. They foster a sense of fantasy by allowing the player to connect with elements that do not normally

exist in real life, which can make the task more fun. Computer games also arouse curiosity because the environment is often considered new and unusual, but not completely unimaginable.

Malone and Lepper (1987, p.224) proposed a more complete taxonomy of intrinsic motivations for learning, where they added "***control***" to the challenge, fantasy, and curiosity. They claimed that computer games are appealing because they give players a sense of control by demonstrating how their actions affect their outcomes and by providing options. They also included a social component, arguing that some forms of intrinsic motivation are reliant on others. For example, games can be designed to promote interpersonal competition as well as cooperation among team members. Games can also be motivating when they satisfy a need for approval by acknowledging players' successes via feedback.

In short, video games are motivating because they are designed to be entertaining, challenging, and to arouse some sense of curiosity and fantasy. Video games also promote a sense of control by allowing players to make their own decisions and receive results based on their actions. They were also designed to promote competition and cooperation, as well as to meet a need for approval. All of these characteristics encourage EFL students to approach the task with enthusiasm and concentration, and to persevere until they achieve good learning outcomes.

1.8. Video Games in the Classroom

Teachers should consider integrating video games for these reasons as stated by Hutchison (2007, pp.5-6)

1. Video games are controversial. Discussing them with students will encourage thoughtful debate and discussion.

2. Video games are newsworthy. Videogames always appear in the mainstream media.

3. Video games demonstrate new ways of learning. Many scholars who study the structure of video games say that the majority of them are actually teaching systems.

4. Video games are interdisciplinary. Video games offer a broad range of interdisciplinary learning opportunities that cover practically every subject area.

5. Video games are future oriented. Many video games describe futuristic worlds that continue to develop features that we see today. (e.g., Futuristic wargames) Such games raise are directly relevant to the challenges young people may face in the future.

6. Video games are historical. Many video games aim to create the most realistic historical experience imaginable (e.g., World War II). In schools, such games are ideal starting points for historical study and place analyses.

7. Video games are cultural. Many video games are used to simulate societal situations. Academics and young people alike investigate the benefits (and drawbacks) of belonging to a virtual community.

8. Video games promote play. Many video games encourage experimentation and the testing of new ideas. Video games will never replace the playground in thereal world, but they are already providing new chances for young people to experiment with new forms of play that are not constrained by time or space.

9. Video games are international. Playing online allows young people to interact (safely) with other young people and adults from all over the world, which they would not have otherwise.

10. Video games are fun. They contribute to making learning enjoyable and rewarding, as well as making education a pleasant experience.

1.9. Video Games and Language Learning

According to Beatty (2010, p.61), "*games are extremely attractive to young learners (and many older ones) and those games that foster collaboration can provide opportunities for scaffolded language learning*"

Hubbard (1991, p.220) also, highlights the importance of using video games in language learning, he states that:

> A new dimension in gaming has been brought into the classroom and language laboratory by the computer. It can serve not only as an appealing presentational system, but as opponent, mediator between human opponents, or both. Through appropriate computer games, language learners can both acquire new knowledge and skills and reinforce what they already have without a teacher necessarily being present.

It can be said that video games can help EFL students to acquire knowledge (e.g., vocabulary) and skills (e.g., writing, reading, listening and speaking) and develop them.

Many language teachers use video games for teaching second language, as it may be effective on every age group, particularly on young people. Nevertheless, there are few investigations of game play and game culture, as well as descriptions or evaluations of using these activities in language classrooms. Various authors warn that understanding how language learning may occur through video games includes more than simply recognizing that language is present in the game. They argue that the teacher should be cautious when putting them into practice (DeHaan, 2011).

Hubbard (1991, p.220) states,

> The problem is to determine what an appropriate computer
> game is. We will look at this problem from the teacher's
> perspective, though the software developer obviously also has
> to address it, albeit in a more general fashion... Assuming a
> teacher's approach is compatible with game playing, there are
> specific considerations that he or she has to weigh in evaluating
> computer game for appropriateness for students' use.

According to Hubbard (1991,p.220), factors related to learners, such as cultural background, proficiency level, age, and gender, and some others, play a role in determining the video game's success in achieving the learning objectives.

To summarize, a language teacher should select language video games that are compatible with his teaching style and the skill that he wants his students to master. He must also consider the cultural background, proficiency level, age, and gender of the students.

1.10. Video Games and Language Learning Outcomes

Teachers are increasingly willing to incorporate video games into their teaching practices. This shift is primarily due to the advancement of video games and the involvement of educational experts. Research findings demonstrate numerous benefits of using video games in formal, informal, and non-formal educational settings (Erasmusplus, 2020).

According to the European project gaming for Skills (2020) "*Video games can be a great tool to foster more immersive learning approaches. They can be used for all school subjects, and they can support the development of soft skills*". In other words, video games can help students to

cultivate many different skills and competencies (communication skills, listening skills, time management, and so on).

Many scholars found that Video games show great potential for enhancing language learning. In Foreign language education, video games show great potential for enhancing all four skills (reading, writing, listening and speaking) and they also can promote vocabulary. Video games can improve foreign language learners' pronunciation and fluency and contributes to the development of reading and listening skills especially for low-proficiency students (Aghlara & Tamjid, 2011).

Most of video games will provide a large English vocabulary and provide the user with numerous opportunities to utilize that vocabulary to speak with other players. Playing video games like MMORPGs (massively multiplayer online role-playing games) is a one of the best ways to increase the likelihood of people using the language naturally through the web (Reinders, 2011) (cited in Postic, 2018).

Conclusion

Nowadays, technology has influenced many aspects of people's lives. Education is one of these aspects, especially English Language learning. EFL Teachers should be creative with technology to use it to capture students' attention as well as create interest and motivation in the classroom. One of the biggest challenges in teaching English is finding ways to encourage students to speak on their own without the help of the teacher. Thus, teachers need to use activities that create artificial contexts such as Educational Video Games activities. Games are no longer seen as a joyous way to pass the time. They have become an integral part of modern language teaching methodology.

Chapter Two

General Overview On

the Speaking Skill

Chapter Two: General Overview on the Speaking Skill

Introduction

Speaking is an essential skill that needs more concentration because it reflects people's ideas and personalities. Speaking is at the central concern of EFL learning. It is regarded an essential productive skill in which learners can master the language. Speaking is not an easy skill, because it requires practice by learners.

This chapter provides an overview of the speaking skill, which includes the following elements: definitions of the speaking skill, its components, the aspects of speaking, and the importance of the speaking skill, the communicative competence and finally general problems that may be encountered by EFL learners in this skill.

2.1. Definitions of the Speaking Skill

Speaking is defined as the production of auditory information that leads a listener to answer with different verbal responses. It is described as a systematic combination of sounds according to language specific principles in order to form meaningful utterances (Bygate 1987, pp. 5-6).

The problem with this definition is that it ignores the social and interactive aspects of speaking. It focuses on the sounds and ignores the use of these sounds in a social context. It overlooks the pragmatic use of language. Luoma (2004, p.1) considers speaking as a complex productive process, which involves more than just pronunciation, it also entails knowing how to use language appropriately in various situations and combining all elements of language to perform or construct the intended message.

Luoma (2004, p.1) assumed that:

> To speak in a foreign language, learners must master the sound system
> of the language, have almost instant access to appropriate vocabulary
> and be able to put words together intelligibly with minimal hesitation.
> In addition, they must also understand what is being said to them, and
> be able to respond appropriately to maintain amicable relations or to
> achieve their communicative goals.

Again, according to Luoma (2004, p.2), speaking is an interactive process of constructing meaning that involves the production, reception, and processing of information. Its shape and meaning are determined by the context in which it takes place, which includes the participants, the physical environment, and the reasons for speaking. It is frequently unscripted, open-ended, and evolving.

In short, it can be said that, speaking is the learner's ability to express all what is in his mind and convey his thoughts orally, coherently, fluently and appropriately in a given situation.

2.2. Components of Speaking

The speaking skill is seen as an important skill to master English language. The learners' performance in speaking reflects the success in English language. Therefore, for learners who want to master English well, besides learning the language knowledge, they need to practice. Because it is impossible to be able to speak English without practicing it (Alizah, 2018). According to Ammang Latifa (2015), there are five components of speaking: Vocabulary, Pronunciation**,** Grammar, Discourse and Strategy.

2.2.1. Vocabulary

Vocabulary is a set of words that has meaning in a particular language. It is necessary for EFL learners to use them in speaking and writing. In speaking, the vocabulary used must be very familiar and it is used in everyday conversation in order to understand the spoken message (Ur, 1996, pp.60-74).

To use vocabulary effectively, you should be able to recognize and use the words in the same way that native speakers do. It implies making use of common word and phrase collocations. This also includes the use of vague language (Luoma, 2004, p. 24).

2.2.2. Pronunciation

One of the most basic requirements of learners' competence is understandable pronunciation that is also one of the most important aspects of language teaching.

According to Linebaugh & Roche as cited in Darcy, (2018), pronunciation and phonology are obviously linked to speaking and listening. Pronunciation training helps learners develop clear speaking skills, which improves their ability to communicate. Speaking clearly improves intelligibility and reduces interlocutors' effort.

2.2.3. Grammar

Grammar is defined as "*the way words are put together to make correct sentences*" (Ur, 1996, p.75). To use grammar effectively, you should be able to produce the language's distinctive grammatical structures and use them effectively in communication while taking into account the characteristics of spoken grammar. For example, instead of using conjunctions, you could use pauses (Luoma, 2004, p.6).

2.2.4. Discourse

Henry & Tator (2002) defined Discourse as "*the way in which language is used socially to convey broad historical meanings. It is language identified by the social conditions of its use, by the one who is using it and under what conditions. Language can never be 'neutral' because it bridges our personal and social worlds*" (Nordquist, 2020).

Trujillo (2010) defined discourse competence as:

> The ability of a user/learner to arrange sentences in sequence to produce coherent stretches of language…Thus, Discourse Competence can be seen as the ability to understand, create and develop forms of the language that are longer than sentences (stories, conversations, letters …) with the appropriate cohesion, coherence and rhetorical organization to combine ideas.

In short, it can be said that EFL learners should develop discourse competence through the conversations and relationships with native speakers.

2.2.5. Strategy

According to Luciano Mariani (1994), communication strategies are also indirect learning strategies. They encourage learners to stay in conversation and give them more input and opportunities to test and validate their hypotheses, and thus more opportunities to improve their inter-language systems. Furthermore, communication strategies may lead them to successful performance, and successful performance content is easier to remember, resulting in a positive impact on learning.

Luciano Mariani (1994) states that communication strategies help learners to produce in conversation and get some useful feedback on their own performance, and to exercise some

kind of control over their intake, for example, by enabling them to prompt their interlocutor to modify his or her utterances. In other words, strategic competence promotes learners' self-monitoring function or executive control.

According to the same author, teach students how to be flexible in the face of the unexpected and unpredictable situation. They also assist students in becoming accustomed to non-exact communication, which is perhaps the true nature of all communication. In this way, they assist in bridging the gap between the classroom and the outside world, formal and informal learning.

Luciano mariani also, states that communication strategies encourage risk-taking and individual initiative and this is certainly a step towards linguistic and cognitive autonomy. He defined strategic competence as "*the ability to cope with unexpected problems, when no ready-made solutions are available.*"

In short, Vocabulary, Pronunciation, Grammar, Discourse and Strategy are the basic elements that must be mastered by the EFL students to be good in speaking English.

2.3. Aspects of the Speaking Skill

The two most important aspects of speaking are fluency and accuracy. Usually a distinction is made between them and between activities that are designed to develop them.

According to Skehan as cited in Nation &Newton, (2009, p.152), an important distinction between fluency, accuracy, and complexity can be made. "*Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of errors; and complexity by the presence of more complicated constructions, such as subordinate clauses.*"

2.3.1. Fluency

Hedge (cited in Raine, 2011), defined speaking fluency as "*the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation*".

According to Nation & Newton (2009, p.151), Fluency has the following characteristics:

1. Fluent language use involves "***the processing of language in real-time***". Learners display fluency when they engage in a meaning-focused task swiftly and readily, without interrupting the flow of communication. The amount of filled pauses such as ***um***, ***ah***, ***er***, and unfilled pauses, as well as the speech rate (measured in words or syllables per minute), are observable signals that can be used to detect changes in fluency.

2. Fluent language use does not involve a lot of focus and effort on the part of the learner.

3. Fluency is a skill that is based on the quality of one's language knowledge, and its development involves the addition to and restructuring of knowledge. Essentially, it includes making the most of what currently exists.

These three characteristics are the main characteristics of activities designed to develop fluency.

In short, EFL teachers should develop the learners' ability to speak without frequent pauses, repetitions and self-corrections in order to enhance their speaking fluency.

2.3.2. Accuracy

Accuracy, according to Bryne as cited in Robertson & Adamson, (2016) refers to the use of correct forms of utterances which do not contain errors affecting the phonological,

syntactic, and semantic or discourse features of a language. In other words, accuracy refers to the correctness of speakers/learners in using the language system. This includes the correct use of grammar, pronunciation, and vocabulary. According to British Council Accuracy refers to "*how correct learners' use of the language system is, including their use of grammar, pronunciation and vocabulary*".

In short, accuracy refers to a learner's ability to use the language correctly, including grammar, pronunciation, and vocabulary. For example, accuracy demonstrates a learner's ability to use the proper verb forms (past tense, present tense, etc.), articles (a, an, the), and prepositions (in, on, from, at). If the learner speaks with a high level of accuracy this means making very few errors.

2.4. Importance of the Speaking Skill

Bygate (1987, p.1) considers speaking as a skill that deserves attention as much as literary skills, in both first and second languages. He states that:

> It is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought.

According to Luoma (2004, p.1),

> The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language.

EFL learners frequently place a higher value on speaking than on other literary skills. They consider learning a language to be limited to learning how to speak it. In this respect, Luoma (2004, p.1) affirms that, "*Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners.*"

In short, it is very important for EFL students to master the speaking skill. Moreover, the speaking skill is interrelated with the other skills, and its development results in the development of the other skills.

2.5. Communicative Competence

Communicative Competence is essential for a successful life in society. It is important in all aspects of life. People's capacity to achieve their social goals is largely dependent on their communicative abilities (Rickheit & Strohner, 2018).

2.5.1. The Concept of Communicative Competence

The notion of 'communicative competence' was coined by Dell Hymes in the 1960s to emphasize that knowing grammatical rules is insufficient for speaking and achieving particular communicative goals. It must be there the knowledge of language use (Rickheit & Strohner, 2008, p.15).

Hymes as cited in Bachman, (1990, p.83) describes language use as follows: "*The performance of a person is not identical with a behavioural record.... It takes into account the interaction between competence (knowledge, ability for use), the competence of others, and the cybernetic and emergent properties of events themselves.*"

According to Wiemann, as cited in Rickheit & Strohner, (2008, p.19), the competent communicator is "*one who is other-oriented, while at the same time maintaining the ability to accomplish his own interpersonal goals. This other-orientation is demonstrated by the communicator being empathic, affiliative and supportive, and relaxed while interacting with others*". In other words, when interacting, the competent communicator is described as empathic, affinitive, and supportive, as well as relaxed; he is capable of adapting his behaviour as the situation within an encounter changes and as he moves from encounter to encounter.

Canale and Swain (1980) defined communicative competence as "*a synthesis of an underlying system of knowledge and skill needed for communication*". In their concept of communicative competence, knowledge refers to the one's knowledge about language and about other aspects of language use. There are three types of knowledge: knowledge of grammatical rules, knowledge of how to use language in a social context to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication (Ahmed, 2018).

Candlin as cited in Bachman, (1990, p.84) has described it as:

> The ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principle. In sum … a coming together of organized knowledge structures with a set of procedures for adapting this knowledge to solve new problems of communication that do not have ready-made and tailored solutions.

In short, it can be said that communicative competence is the ability to use language correctly in a certain context considering some socio-cultural rules.

2.5.2. Components of Communicative Competence

The theoretical model, which was proposed, by Canale and Swain (1980, 1981) had at first three main components, grammatical, sociolinguistic and strategic competence. In a later version of this model, Canale (1983, 1984) transferred some elements from sociolinguistic competence into the discourse competence.

In Canale and Swain (1980, 1981), ***grammatical competence*** is mainly defined in terms of Chomsky's linguistic competence. It is concerned with mastery of the linguistic code (verbal or non-verbal) which includes vocabulary, morphology, syntax, semantics, phonetics and orthography. This ability allows the speaker to apply the knowledge and skills required to comprehend and express the literal meaning of utterances. In their model, the ***sociolinguistic competence*** includes the knowledge of language use in various sociolinguistic and socio-cultural contexts. In this model the ***Discourse competence*** is defined, as mastery of the rules that govern how forms and meanings are combined in spoken or written texts to achieve a meaningful unity. The unity of texts is achieved by respecting the cohesion and coherence.

The Strategic competence in Canale and Swain model is made up of knowledge of verbal and nonverbal communication strategies that can be used to compensate for communication breakdowns. These breakdowns in communication caused by a lack of Competence in one or more than one of communicative competence components. Paraphrase, circumlocution, repetition, reluctance, avoidance of words, guessing, changes of style and register, and message modifications are some of these strategies. This ability can also be used to improve communication effectiveness. It is different from the other three components of

communicative competence because it includes aspects such as self-confidence, risk-taking readiness and so on. It enables learners to deal successfully with a lack of competence in one of the competence areas (Canale and Swain, 1981).

According to Bachman and Palmer as cited in Bagarić, (2007), language ability is comprised of two broad areas – *language knowledge* and *strategic competence*. *Language knowledge* consists of two main components - *organisational knowledge* and *pragmatic knowledge* that complement each other in achieving communicatively effective language use. In Bachman and Palmer's model, *organisational knowledge* is composed of *grammatical* and *textual knowledge*. *Grammatical knowledge* includes independent areas of knowledge such as vocabulary, morphology, syntax, phonology, and graphology. *Textual knowledge* enables comprehension and production of (spoken or written) texts. It covers the knowledge of cohesion and knowledge of rhetorical organisation (developing narrative texts, descriptions, comparisons, classifications etc.) or conversational organisation (conventions for initiating, maintaining and closing conversations).

Pragmatic knowledge refers to abilities for creating and interpreting discourse. It includes two areas of knowledge: knowledge of pragmatic conventions for expressing acceptable language functions and for interpreting the illocutionary power of utterances or discourse (functional knowledge) and knowledge of sociolinguistic conventions for creating and interpreting language utterances which are appropriate in a particular context of language use (sociolinguistic knowledge) (Bagarić,2007).

Strategic knowledge: is a set of meta-cognitive components that enable language user involvement in goal setting, assessment of communicative sources, and planning. Goal setting includes identifying a set of possible tasks, choosing one or more of them and deciding

whether to attempt to complete them or not. Assessment is a means by which language use context is related to other areas of communicative language ability: topical knowledge and affective schemas. Planning involves deciding how to make use of language knowledge and other components involved in the process of language use to complete the chosen task successfully (Bagarić, 2007).

In short, the notion of communicative competence comprises four main areas:

- ❖ **Linguistic competence**: the knowledge in grammar rules, vocabulary, morphology, syntax, phonology, and graphology of the target language and the ability to use them.

- ❖ **Socio-linguistic/Pragmatic competence**: the ability of learners to use language effectively in a contextually appropriate manner.

- ❖ **Discourse competence**: the ability of learners to interpret the larger context and to construct longer stretches of language so that the parts make up a coherent whole.

- ❖ **Strategic competence**: the ability of learners to deal with any communication challenge that may occur.

2.6. General Problems in Speaking

The EFL learners have problems when they are performing speaking. According to Ur (1996:121), the problems that learners face in speaking the Foreign Language are: inhibition, nothing to say, low or uneven participation and mother-tongue use. Penny Ur (ibid) has explained them as follows:

2.6.1. Inhibition

Speaking requires some degree of real-time exposure to an audience, which can often cause kind of fear. Learners may also be concerned about making mistakes, being criticized or losing face in front of the rest of the class, or shy of the attention that their speech attracts. Despite having good knowledge in the field, the inhibition makes learners do silly mistakes or remaining completely silent. In short, the feeling of anxiety and shyness hinder students from speaking in front of their teacher and classmates. These feelings make them paralysed and not able to think and perform in their tasks.

2.6.2. Nothing to say

Due to a lack of motivation to speak and express themselves confidently, learners frequently complain that they cannot think of anything to say or that they cannot formulate opinions and comments. Despite having good knowledge in the field, learners remain completely silent. They are not confident in themselves and not capable to speak and perform their oral tasks in the classroom. Even if they speak, they will say just a few words under pressure and stop talking and express their thoughts and feelings.

2.6.3. Low or Uneven Participation

In a group of learners , each learner will have short period of time to speak because only one participant can talk at a time so that the others can hear him. The problem is there will be always a participant who talks the most to be heard while others do not have opportunity to speak or speak very little. This dominance tendency makes it difficult for more restrained learners to express themselves.

2.6.4. Mother-Tongue Use

In classes where all the learners mostly come from the same area, that speaks the same first language. They tend to use their native language in communication with each other and express themselves. They think that using their language is easier and it flows naturally than foreign language (English) and they feel less "exposed" when speaking their mother tongue. This problem happens particularly in less disciplined or less motivated classes.

Based on the problems, the learners need new ways of learning. These ways must make them feel motivated and enjoying learning without shyness or fear. In this study, we introduced the Educational Video Games which are considered as one of the most important tools to solve these problems in speaking English.

Conclusion

Teaching and learning a foreign language is based on the four skills (reading, writing, listening and speaking).The speaking skill makes all the communication and engagement with people easier and successful. Speaking is regarded as an essential skill that learners should improve. Learners sometimes need to use authentic materials of spoken English language in order to assist them to enhance their communicative ability.

In this chapter, we looked at some definitions of the speaking skill, its components and aspects, the importance of the speaking skill, and the communicative competence. In addition to the importance of using educational video games to enhance EFL learners speaking skill, we reviewed some general problems that EFL learners may have in this area.

Chapter Three

Methodology, Data

Analysis And Results

Chapter Three: Methodology, Data Analysis and Results

Introduction

This chapter focuses on the practical part of the study. Its purpose is to provide a description of the results obtained from the data collected. Based on the analysis and discussion of the acquired data results, this work tends to shed the light on the value of employing educational video games in improving EFL students' speaking skill. Moreover, the present chapter examines the hypotheses by analyzing the sample taken from second year EFL students at the University of Biskra (2021-2022), as well as a sample of teachers of the oral expression module.

3.1. Research Objectives

The main objective of this research is to gain a better understanding of the value of employing educational video games in EFL classes at Biskra University in Algeria. The objective of the study is to learn more about how students and teachers think educational video games might help them improve their speaking skills.

3.2. Method

A descriptive methodology was used in this study as a suitable way for dealing with and describing systematically the phenomenon that take place inside and outside the classroom. Through survey questionnaires, this study was conducted quantitatively by numerical analysis of data collected through questionnaires, and qualitatively through the descriptions that are provided by the students and teachers though the open ended questions in the two questionnaires. The first questionnaire was given to EFL oral expression teachers, while the second was given to 60 second year EFL students at Mohamed Khider University of Biskra, who are aware of the encountered difficulties in mastering their speaking skill. The goal is to

provide a perspective on how to improve EFL speaking skill by using educational video games (both inside and outside the classroom).

3.3. Population and sampling

The research conducted at the University of Biskra with second-year LMD English students (2021-2022). Sixty (60) EFL students were chosen randomly (n=60) from a total population of roughly two hundred and sixty-two EFL students divided into nine (9) groups to represent the entire population (N= 262) because they all had an equal chance of being included in the sample. We chose ten (10) teachers of oral expression randomly from the overall population of about sixty (60) teachers for the sample of teachers.

3.3.1. Students' Profile

The students who took part in this study were second-year LMD students from Biskra University's English department. They were sixty students (60), forty six (46) females and fourteen (14) males, all are between the ages of nineteen (19) and twenty-three (23). They were chosen randomly to complete a questionnaire regarding their thoughts on the use of educational video games in enhancing their speaking skill and whether or not they use them inside or outside their classroom. We chose this level because second year LMD students have been studying the oral expression module for two years and may have been exposed to different technology tools during their semesters. They also should be familiar with the most of the speaking challenges.

3.3.2. Teachers' Profile

Ten (10) EFL Oral expression teachers were involved in this study from Biskra University's English department. They were males and females. All of them are holding the

doctorate degree. The choice of those teachers was because they have a long experience which is more than six years in teaching oral expression, and they dealt with the use of some technological tools in their classes.

3.4. Data Gathering Tools

We used both quantitative and qualitative research methodologies, including survey questionnaires, to answer the research questions. There were two key reasons for using the survey questionnaire. First, this instrument is a prevalent tool used by researchers to provide data economically and obtain more accurate results in a form that is ideal for the goal of this study. Second, it enables researchers to collect data in less time and with less effort. There were both close-ended and open-ended questions on the survey questionnaires utilised in this study. We used two types of questions to collect data for the research questions: factual questions about both students and teachers, and attitudinal questions to discover teachers' and students' perspectives of the subject matter.

3.5. Students' Questionnaire

This questionnaire was devoted to second year EFL students at Biskra University. It was made to gather data about student' attitudes and interests toward technology and video games in improving EFL speaking skill. It is a semi-structured questionnaire. It consists of twenty-three (23) questions which are arranged in a logical order. There were both close-ended and open-ended questions. The questionnaire is divided into three sections as follows:

a. Section One: Personal Information

This section is about students' personal information. It contains four (04) items about student's possession to some technological tools like Computers, Smart phones, and Internet connection. In addition, there are other questions about the students' gender, age, and level.

b. Section Two: The Use of Technology

This section consists of six (06) items which seek information about students' attitudes and interests toward the use of technology.

c. Section Three: The Importance of Video Games

This section consists of thirteen (13) items which seeks information about EFL students' attitudes and interests toward using video games in classroom, in order to develop their speaking skill.

3.5.1. Administration of the Students' Questionnaire

This questionnaire was administered to second year EFL students at Mohamed Khidar University of Biskra. We chose randomly a sample of sixty (60) students. The questionnaire was printed and handed to students on Wednesday, May 18th, 2022. They took nearly ten (10) minutes to complete it. The questionnaire was administered in a smooth way without any problems or misunderstandings.

3.6. Teachers' Questionnaire

This questionnaire is devoted to Oral expression EFL teachers at Biskra University. The main purpose of this questionnaire is to gather data about the teachers' perspectives towards the importance of using video games in the classroom to improve students speaking skill. It consists of seventeen (17) questions in three sections.

a. Section One: Personal information

This section consists of two (02) questions only. It attempts to give an overview about the teacher's experience and qualifications.

b. Section Two: The Importance of using technology in EFL Learning (The Speaking Skill)

This section consists of eight (08) questions. It is concerned with the teachers' perspectives about oral expression module and speaking skill, the importance of technology in enhancing speaking skill for EFL students, and the problems that their students face while speaking.

c. Section Three: The Use of Video Games in Teaching

This section consists of seven (07) questions. It is concerned with the teachers' perspectives about using video games in teaching and their suggestions about the effective use of them.

3.6.1. Administration of the Teachers' Questionnaire

The teachers' questionnaire was administered to ten (10) teachers of Oral Expression module by email after getting their permission.

3.7. Data Analysis Procedures

Bazeley (2017:3) defined Analysis as "*a process of deconstructing and reconstructing evidence that involves interrogation of and critical thinking about data and the questions they are designed to answer in order to produce a useful and/or meaningful result.*" In our case, we tried to analyse the data we gathered from both teachers and students in order to get meaningful results which may contribute in improving the learning/teaching process.

3.7.1. Students Data Analysis

The Data is obtained from a questionnaire administered to 60 second year EFL students at Mohamed Khider University of Biskra. The EFL learners were asked about their perspectives concerning the use of technology, especially educational video games inside and outside the classroom.

Section One: Personal Information

The students who took part in this study were sixty (60) second year LMD students from Biskra University's English department. The majority of them are females 77%, and only 23% are males. The students' ages range from nineteen (19) years old to twenty-three (23) years old.

Question One: Do you have your personal computer?

Options	Frequency	Percentage
Yes	36	60%
NO	24	40%
Total	60	100%

Table3.1. Students' Possession of Personal Computers
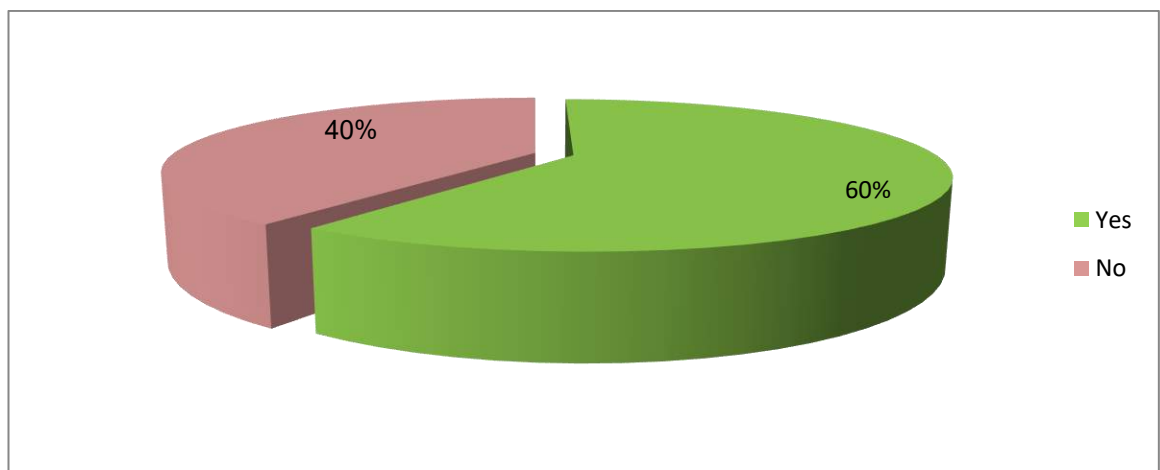
Figure 3.1. Students' Possession of Personal Computers

The majority of respondents, (thirty-six students), representing the percentage of 60% have their personal computers. Whereas twenty-four (24) students, representing the percentage of 40% said that they do not have personal computers at home. As the table and the chart show, the majority have personal computers. Even though, the majority of students have their PCs, still the 40% of students, who do not possess PCs. This represents an obstacle for them to take advantage of the benefits of using video games in order to improve their speaking skill.

This leads us to say that this minority of students may face tremendous problems when they are given homework, for instance, to play a video game at home beforehand. They also may find difficulty to follow up with their classmates in the classroom.

Question Two: Do you have a shared computer at home?

Options	Frequency	Percentage
Yes	47	78%
NO	13	22%
Total	60	100%

Table3.2. Students' Possession of Shared Computers at Home
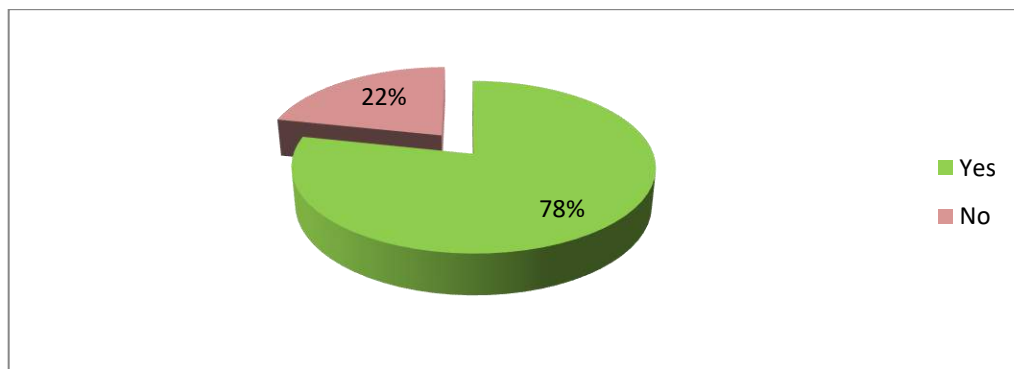
Figure 3.2. Students' Possession of Shared Computers at Home

When we asked the students if they have shared computers at home, the majority of the students, (forty-seven students), representing the percentage of 78% of the students have shared computers at home, whereas thirteen students (13), representing the percentage of 22% said that they do not have shared computers at home. As the chart shows, the majority have shared computers at home. Even though, the majority of the students have a shared computer at home, still the 22% of the students, who do not possess a shared computer at home.

This represents a problem for them to benefit from this technological tool to do their homework of oral expression module.

Question Three: Do you have an Internet connection at home?

Options	Frequency	Percentage
Yes	56	93%
NO	04	07%
Total	60	100%

Table3.3. Internet Accessibility by Students at Home
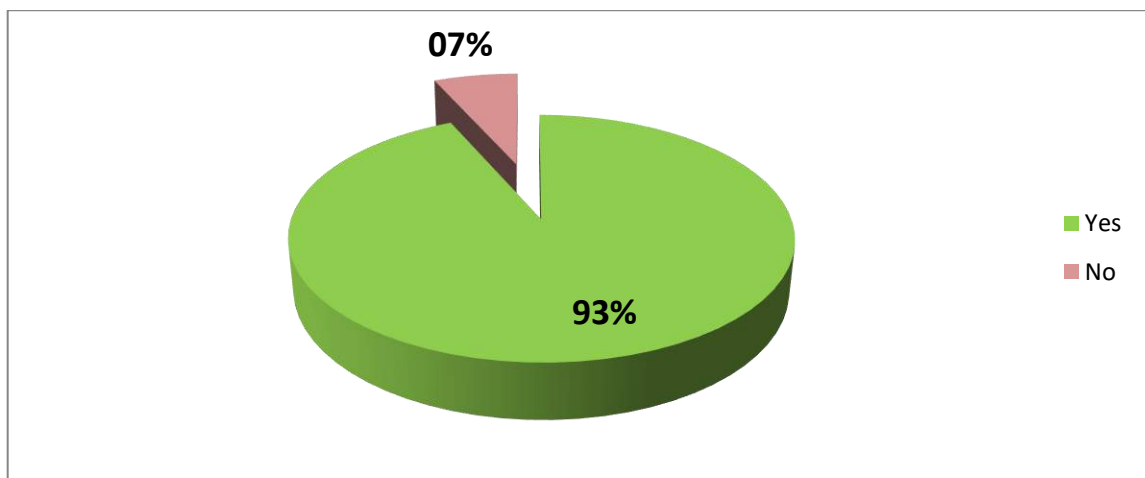
Figure 3.3. Internet Accessibility by Students at Home

The third question tried to investigate whether the learners have an Internet connection at home or not. Fifty-six (56) students, representing 93% of the total, said that they have an Internet connection at home and the rest, four (04), representing the percentage of 07%, said they do not have an Internet connection at home. As the chart shows, the majority have Internet connection at home. Here, the students' answers are optimistic. As the majority have

the internet connection, this means that they can either borrow a computer or use another electronic device, like mobile phones to do their oral expression homewok online.

Question Four: Do you have a Smart-phone?

Options	Frequency	Percentage
Yes	**56**	**93%**
NO	**04**	**07%**
Total	**60**	**100%**

Table3.4. Students' Possession of Smart-phones
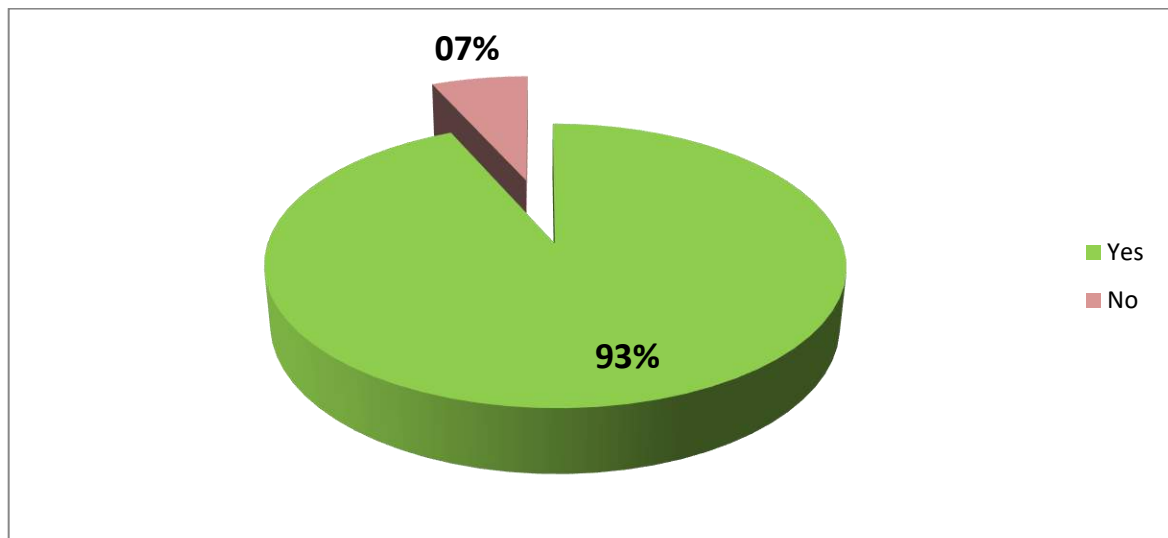
Figure 3.4. Students' Possession of Smart-phones

The aim of this question is to investigate whether the students have Smart-phones or not. The majority of the students, (fifty-six students), representing 93% of the sample, affirmed that they have Smart-phones, whereas four (04) students, representing the percentage of 07%, stated that they do not have. So this high percentage represents an advantage for

students, because smart-phones may replace PCs in a way or another. The remaining respondents who do not have such technological tools may face obstacles to follow up with their classmates in the classroom or do their homework.

Section Two: The Use of Technology

Question five: Do you use technology inside /outside the classroom?

Options	Frequency	Percentage
Yes	**58**	**98.8%**
NO	**02**	**01.2%**
Total	**60**	**100%**

Table 3.5. The Students' Opinion about the Use of Technology

When the students are asked whether they use technology or not, the majority of them, (fifty-eight students), representing the percentage of 97%, stated that they use technology, two students only (02), representing the percentage of 03%, said that they do not use it. Their answers are illustrated in the table above. One can notice that most of the students use technology, and this is really a good indicator. When students are familiar with technology they may learn using video games easily.

Question Six: Do you enjoy using technology?
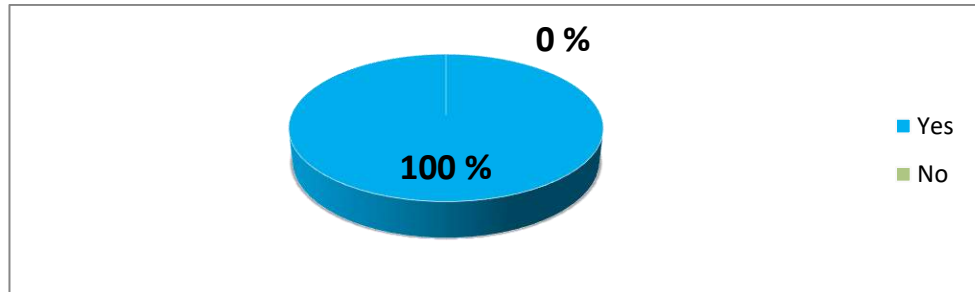
Figure 3.5. The Students' Feeling about Using Technology

Sixty students (60), representing the percentage of 100% said that they enjoy using technology. As the pie chart shows, all of the students enjoy using technology which means they will enjoy using its applications to enhance their oral skill.

Question Seven: Is the department of English equipped with enough Computers in the classroom?

Options	Frequency	Percentage
Yes	07	12%
NO	53	88%
Total	60	100%

Table 3.6. Students' Opinion about the Computers' Availability in their Department

When the students are asked whether the department of English is equipped with enough Computers or not, the majority of them, (fifty-three students), representing the percentage of 88%, stated that their department of English is not equipped with enough computers and only seven students (07), representing the percentage of 12%, said that the

department of English is equipped with enough computers. As the table shows, most of the students see that the department of English is not equipped with enough computers. When there is a leak of computers devoted to students, this may create for them a setback which may hinder them from learning adequately.

Question Eight: Do you use computers / mobiles in the classroom?

Options	Frequency	Percentage
Yes	**49**	**82%**
NO	**11**	**18%**
Total	**60**	**100%**

Table 3.7. The Students' Use of their own Computers/Mobiles in the Classroom

The aim of this question is to investigate whether the students use their own computers/mobiles in the classroom or not. The majority of the students, (forty-nine students), representing 82% of the sample, affirmed that they use their own computers / mobiles in the classroom whereas eleven students (11) , representing the percentage of 18%, stated that they do not use them. This is a good act done by teachers who allow their students using their PCs or Smart-phones because they can change these devices into educational ones.

Question Nine: How often do you use them?

Options	Never	Sometimes	Always	Total
Number of Students	02	35	23	60
Percentage	03%	59%	38%	100%

Table 3.8. Students' Frequency of Using Computers/Mobiles in the Classroom
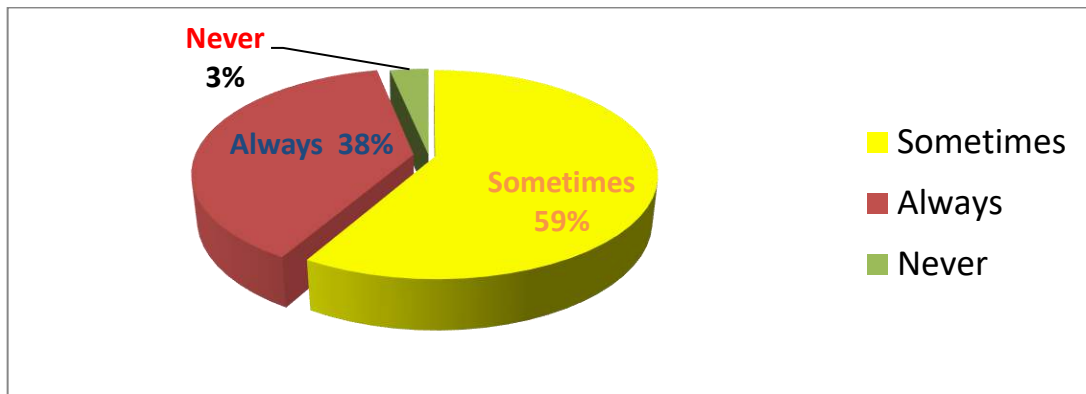
Figure 3.6. Students' Frequency of Using Computers/Mobiles in the Classroom

Most of the students, (thirty-five students), representing the percentage of 59% confirmed that they sometimes use computers/mobiles in the classroom. Twenty-three students (23), representing the percentage of 38%, said that they always use them. Two students only (02), representing the percentage of 03% claimed that they never use them in the classroom. The two students who do not use their PCs or mobiles in the classroom do not represent an obstacle for the good conduct of the lecture; they may join other classmates who use them and take part in the lecture.

Question Ten: Do you wish to spend more time using computers/mobiles in the classroom?

Options	Frequency	Percentage
Yes	37	62%
NO	23	38%
Total	60	100%

Table 3.9.   The Students' Attitudes towards the Use of Computers/Mobiles

This question aimed at knowing if the students wish to spend more time using computers/mobiles in their classroom. The majority of the students, (thirty-seven students), representing the percentage of 62%, said "yes" and the rest of the students, twenty-three students (23), representing the percentage of 38%, said "no". It can be noticed that the majority of students are enthusiastic to keep on using their PCs and mobiles and this shows that they like this learning atmosphere.

Section Three: The Importance of Video Games

Question Eleven: Do you play video games?

Options	Frequency	Percentage
Yes	39	65%
NO	21	35%
Total	60	100%

Table 3.10. The Students' Play of Video Games

The question aimed at knowing whether the students play video games or no. When asking the students if they play video games, the majority of them, (thirty-nine students), representing the percentage of 65% said they play video games whereas twenty-one students (21), representing the percentage of 35% said they do not play them. As the majority of students play video games this helps the teacher, to a good extent, choose for them educational ones and learn from them in order to improve their speaking skill.

Question Twelve: Do you enjoy playing video games?

Options	Frequency	Percentage
Yes	41	68%
NO	19	32%
Total	60	100%

Table 3.11. The Students' Feeling about Playing Video Games

The majority of the students, (forty-one students), representing the percentage of 68% the students said they enjoy playing video games whereas nineteen students (19), representing the percentage of 32% said that they do not enjoy them. As the majority of students enjoy playing video games, they are predisposed to use educational ones in the classroom enthusiastically.

Question Thirteen: What feeling do you have about video games?

Options	no effect	negative effect	positive effect	Total
Frequency	15	8	37	60
Percentage	25%	13%	62%	100%

Table 3.12. Students' Opinion about Playing Video Games
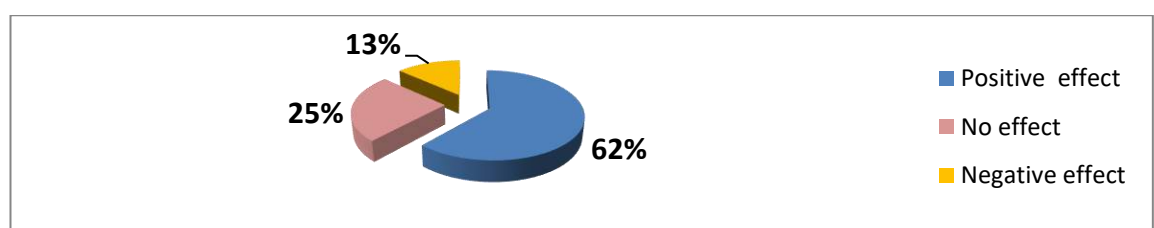
Figure 3.7. Students' Opinion about Playing Video Games

The majority of the students, (thirty-seven students), representing 62% said that playing video games has positive effect whereas fifteen students (15), representing 25% said that playing video games has no effect, and the rest of eight students (08), representing 13% said that playing video games has negative effect. As the table and the chart illustrate, the majority of students believe that playing video games has positive effect on the English language and the speaking skill in particular, still the rest of students 38% think that playing video game has no effect or worst has negative effect. Their pessimistic feeling toward playing video games due to the kind of games they play. Playing video games like Car Racing Games has no effect on English language because this kind of games do not focus on language but focuses on other attributes like the score and speed. Some War Video Games have negative effects on student's psychology. They promote violence, isolation, and they waste students' time.

Question Fourteen: Do video games provide authentic learning?

Options	Frequency	Percentage
Yes	39	65%
NO	21	35%
Total	60	100%

Table 3.13. The Students' Opinion about Video Games to Provide Authentic Learning

The majority of the students, (thirty-nine students), representing 65%, consider video games to provide authentic learning whereas twenty-one students (21), representing the percentage of 35%, stated that they do not consider them as tools to provide authentic learning. It can be noticed that most of the students consider video games as a good tool to

provide authentic learning. Still the 35% of students do not consider video games provide authentic learning. Their responses are so due to their ignorance of the educational types of video games which allow students to explore and communicate in real world contexts those are relevant to the students.

Question Fifteen: Do you think playing video games would reduce Anxiety?

Options	Frequency	Percentage
Yes	41	68%
NO	19	32%
Total	60	100%

Table 3.14. The Students' Opinion about Video Games to reduce Anxiety
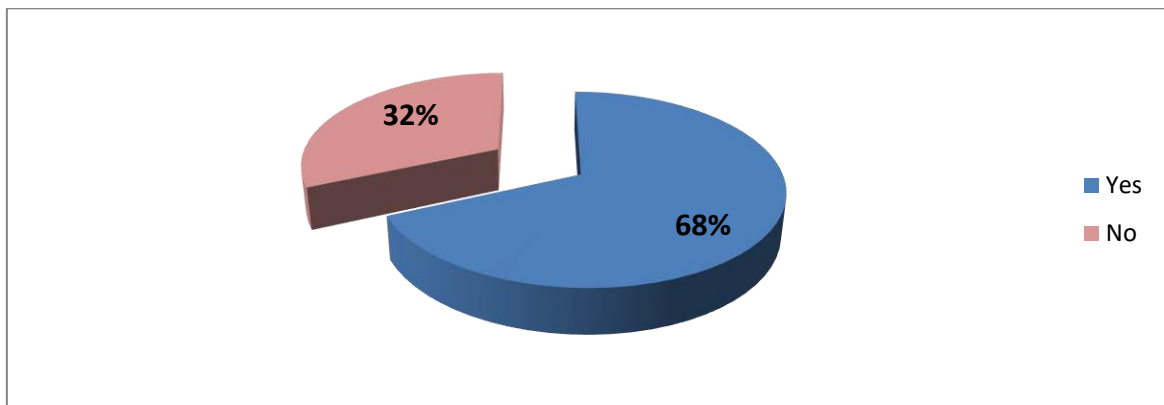
Figure 3.8. Students' opinion about video games to reduce anxiety

The majority of the students, (forty-one students), representing 68 % affirmed that video games would reduce anxiety whereas nineteen students (19), representing 32% think that video games would not reduce anxiety. As the chart shows, one can notice that most of the students think that video games would reduce anxiety. The students who think that video

games would not reduce anxiety, the majority of them do not play video games and the other part chooses games which encourage violence.

Question Sixteen: Do you think playing video games would improve your pronunciation?

Options	Frequency	Percentage
A little	**24**	**40%**
A lot	**36**	**60%**
Total	**60**	**100%**

Table 3.15. The Impact of Playing Video Games on the Students' Pronunciation

The students were supposed to say how much playing video games would improve their pronunciation. The data obtained showed that thirty-six students (36), representing 60% of the total number of students, said that playing video games would improve their pronunciation a lot. On the other hand, twenty-four students (24), representing 40 % said that playing video games would improve their pronunciation a little. As the table shows, most of the students believe that playing video games would improve a lot their pronunciation. These students may play video games which deal with pronunciation and suit their level like Phonics game, Theme game and many other video games. The students who said that video games would improve their pronunciation a little may they play unsuitable kind of video games which do not improve their pronunciation.

Question Seventeen: Does playing video games make the students

Confident? ☐   Less Confident? ☐

Options	Frequency	Percentage
Confident	**44**	**73%**
Less confident	**16**	**27%**
Total	**60**	**100%**

Table 3.16. The Impact of Playing Video Games on Students' Confidence

In the question seventeen, students were requested to state whether playing video games makes them confident in speaking English or not. Forty-four students (44), representing the percentage of 73%, stated that playing video games makes them confident in speaking English while sixteen (16) students, representing the percentage of 27%, claimed that playing video game makes them less confident. As the table shows, it can be noticed that most of the students feel that playing video games boosts their confidence in speaking English. The rest of students feel that playing video games affects their confidence negatively. These students may play problematic and excessive video games which cause negative emotions and attitudes like loneliness, low self esteem and poor academic performance.

Question Eighteen: Does playing video games make the students

Not motivated? ☐   Motivated? ☐

Options	Frequency	Percentage
Motivated	**43**	**72%**
Not motivated	**17**	**28%**
Total	**60**	**100%**

Table 3.17. The Impact of Playing Video Games on Students' Motivation

In the question eighteen, students were requested to state whether playing video games makes them motivated in speaking English or not. Forty-three students (43), representing the percentage of 72%, stated that playing video games makes them motivated in speaking English while seventeen (17) students, representing the percentage of 28%, claimed that playing video game does not make them motivated. As the table shows, it can be noticed that most of the students feel that playing video games, especially Game-based learning, boosts their motivation. The rest of students may play video games which are not suitable to them or they hate playing video games, for that reason they see it as not motivational.

Question Nineteen: Do video games make students experience real life Communication?

How?

Options	Frequency	Percentage
Yes	36	60%
No	24	40%
Total	60	100%

Table 3.18. Students' Experience of Real Life Communication through Video Games

A/ Do video games make students experience real life Communication?

The aim of this question was to investigate whether students experience real life communication when play video games or not. The majority of the students, (thirty-six students), representing 60% of the total number, affirmed that they experience real life communication while playing video games, whereas twenty-four (24) students, representing the percentage of 40%, stated that they do not. As the table shows, one can notice that most of the students when play video games experience real life communication while the remaining students do not.

B/ How?

Students who answered "No", the majority of them explained their answer as follows:

❖ I do not play video games at all.

❖ I play simple video games which are not communicative.

Students who said that video games make students experience real life communication their explanation are summed up as follows:

❖ It depends on the type of the video game. When we refer to video games that include conversations with other people that would help students to experience the language in contexts similar to real life situations.

❖ Some video games provide an opportunity to speak with native speakers and interact with them depending on game settings and roles.

Consequently, the results indicate that students are conscious of the value of video games to experience real life communication to learn English.

Question Twenty: Do you think playing video games encourage students' involvement in Lessons?

Options	Frequency	Percentage
Yes	36	60%
No	24	40%
Total	60	100%

Table 3.19. The Impact of Playing Video Games on Students' Involvement in Lessons

The results obtained show that thirty-six students (36), representing 60% of the total number of the students, believe that playing video games would encourage their involvement in lessons. On the other hand, twenty-four students (24), representing 40% claim that playing video games do not encourage their involvement in lessons. As the table shows, the majority of the students believe that playing video games would encourage their involvement in

lessons because it fosters social and emotional learning, and motivates them to take risks. The remaining 40% students believe that video games do not encourage their involvement in lesson. These students think that video games would distract them from the lesson rather than involve them.

Question Twenty-one: What are the types of video games you usually play?

The students mentioned some video games like: War Video Games, Quiz Video Games, Sport Video Games (FIFA), Cars Video Games, Adventures Video Games (Call of duty, PUBG, Angry Birds), Fashion Video Games, Language Video Games.

Question Twenty-Two: According to you, what are the benefits of playing video games on English speaking?

The answers were nearly the same. The majority of students agreed that playing video games is motivating and helpful to reduce anxiety. It improves pronunciation, fluency, and listening skill and helps students to acquire new vocabulary. They claimed that playing video games gives them the opportunity to communicate with native so that they improve their communicative ability.

Question Twenty-Three: Do you have any suggestions about using video games effectively in the classroom?

The last question was addressed to students to list some suggestions about using video games effectively in the classroom. The suggestions are summed up as follows:

- ✓   The first thing was that the department of English should provide more computers and provide more sessions in language laboratories.
- ✓ They suggested having more sessions in oral expression.

✓   They suggested having more freedom in using their mobile phones

✓   They suggested using educational video games in oral expression sessions

✓   They suggested using educational video games that suit their level and age

✓   They suggested having the chance to choose their own favorite video game to learn speaking English.

3.7.2. Discussion of Students' questionnaire (results)

The analysis of students' questionnaire provided us with different and valuable responses that answered the research questions. According students' responses, it can be concluded that all students recognize the importance of educational video games in enhancing their speaking skill.

First of all, the analysis of the questionnaire reveals that the respondents' ages range from 19 to 23 years old which helps our study. The majority of them, more than 70% of students have technological devices, this demonstrate that they know how to use technology to help them in enhancing the speaking skill.

Secondly, it is apparent from the results that EFL students enjoy using technology. It helps them a lot in their studies and life in general. In addition to that, the vast majority of students see that the department of English is not equipped with enough computers which may hinder them from learning adequately. The results show that more than 60% of students are enthusiastic to keep on using their technological devices inside the classroom; but due to some social conditions like poverty, they cannot use them always. Moreover; over the half of students confirmed that using computers and mobile-phones provides an enjoyable learning atmosphere, while other students prefer to study with the old methods.

Thirdly, the statistics calculated from section three of the students' questionnaire the main focus was shedding the light on the importance and benefits of video games in enhancing the EFL students' speaking skill as a pedagogical tool for teaching speaking. Therefore, the first question' response in this section shows that more than 60 % of students play video games such as Quiz Video Games and Language Video Games. This may help them enhance their language learning and speaking. Even though the vast majority of the respondents state that they enjoy playing video games and find that video games have positive effect on their speaking skill; some students have a pessimistic feeling toward playing video games, this may be due to the kind of video games they play. Car Racing Games, for example have no effect on the speaking skill and language, other games such as War Video Games have negative effects, and they promote violence and isolation. In addition to that, the majority of students think that video games reduce anxiety and provide an authentic learning. Learners get the correct pronunciation and intonation of native speakers in authentic video games.

More than 70% of students state that video games help them enhance their pronunciation and make them more confident and motivated. Moreover, almost all of the respondents state that video games expose them to the spoken English in its real and natural contexts so that they will experience how to use language in accordance with specific and real life situations.

Sixty percent (60%) of students state that video games encourage student's involvement in lessons; however, the minority of the participants said that video games are not helpful in encouraging the involvement in lessons, because they do not see it as a teaching material. These students think that video games would distract them from the lesson rather than involve them. Furthermore, the majority of the respondents agree that playing video

games grants them the chance to communicate with native in different contexts and improve their pronunciation and fluency. The students mentioned some video games they usually play such as Cars video games and Adventure video games (Call of duty, Angry Birds, PUBG) and Language video games. The students also mentioned some benefits of video games on speaking skill like reducing anxiety and improve pronunciation and fluency and create opportunities for students to communicate with native speakers.

Finally, students gave some suggestions about using video games effectively in classroom. They suggested having more sessions in oral expression and having more freedom in using their mobile phones in the classroom.They suggested using educational video games that suit their level and age in oral expression sessions .They suggested having the chance to choose their own favorite video game to learn speaking English.

these results give the current study a proof that educational video games are effective tool for enhancing the EFL students' speaking skill.

3.7.3. Teachers' Data Analysis

The Data is obtained from a questionnaire to ten EFL teachers of oral expression at Mohamed Khider University. The EFL teachers were asked about their perspectives and opinions concerning the importance of using the educational video games in improving students' speaking skill.

Section one: personal information

Question One: How long have you been teaching oral expression?

Options	Frequency	Percentage
1 year	**01**	**10 %**
2 years	**03**	**30 %**
6 years	**01**	**10 %**
7 years	**01**	**10 %**
8 years	**02**	**20 %**
10 years	**01**	**10 %**
15 years	**01**	**10%**
Total	**10**	**100%**

Table 3.20. Teachers' Length of Experience in Teaching Oral Expression
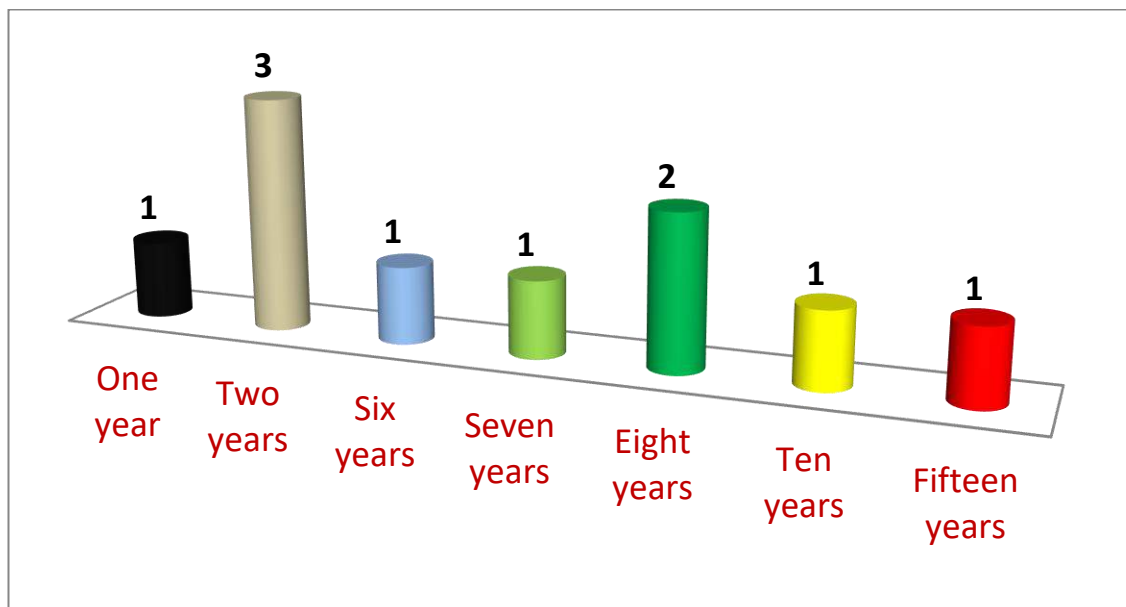
Graph 3.1. Teachers' Length of Experience in Teaching Oral Expression

As the table and the graph show, the majority of teachers, (six teachers) have more than five years in teaching oral expression. Three teachers (03) have two years of experience in teaching oral expression and only one teacher (01) has just one year of experience. One can notice that the majority of teachers have a good experience in teaching oral expression, which helps more their students deal with the different technological tools and do better on their speaking skill.

Question Two: Have you ever received any kind of training period in teaching oral expression before?
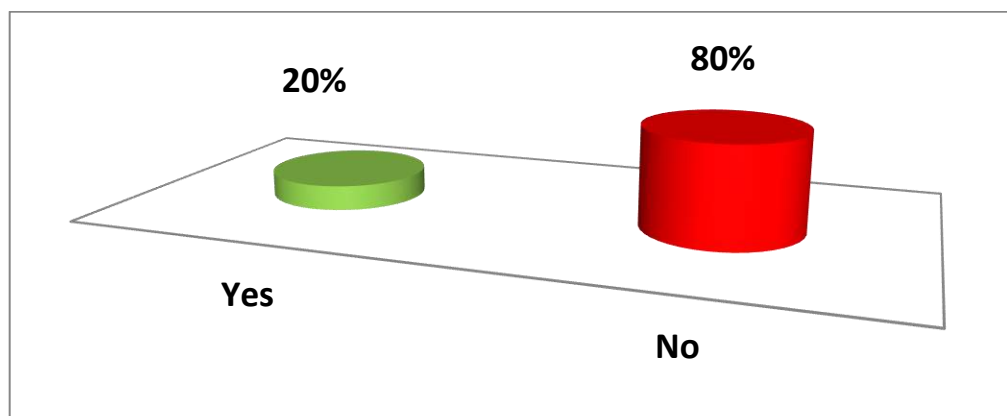
Graph 3.2. Teachers' Training Period in Oral Expression

When we asked the teachers if they have ever received any kind of training period in teaching oral expression, the majority of them (eight teachers), representing the percentage of 80% said that they do not have any kind of training period in teaching oral expression, whereas two teachers (02), representing the percentage of 20% said that they have a training period. As the graph shows, the majority of teachers do not have any kind of training period in teaching oral expression but they are experienced teachers. The minority who have done a training period are novice teachers. This training helps them to require more conceptual and technical knowledge, and competencies in teaching oral expression.

Section Two: The Importance of using technology in EFL Learning (The Speaking Skill)

Question Three: In your opinion, how important is the speaking skill compared to the other skills? Justify your answer?

A/ in your opinion, how important is the speaking skill compared to the other skills?
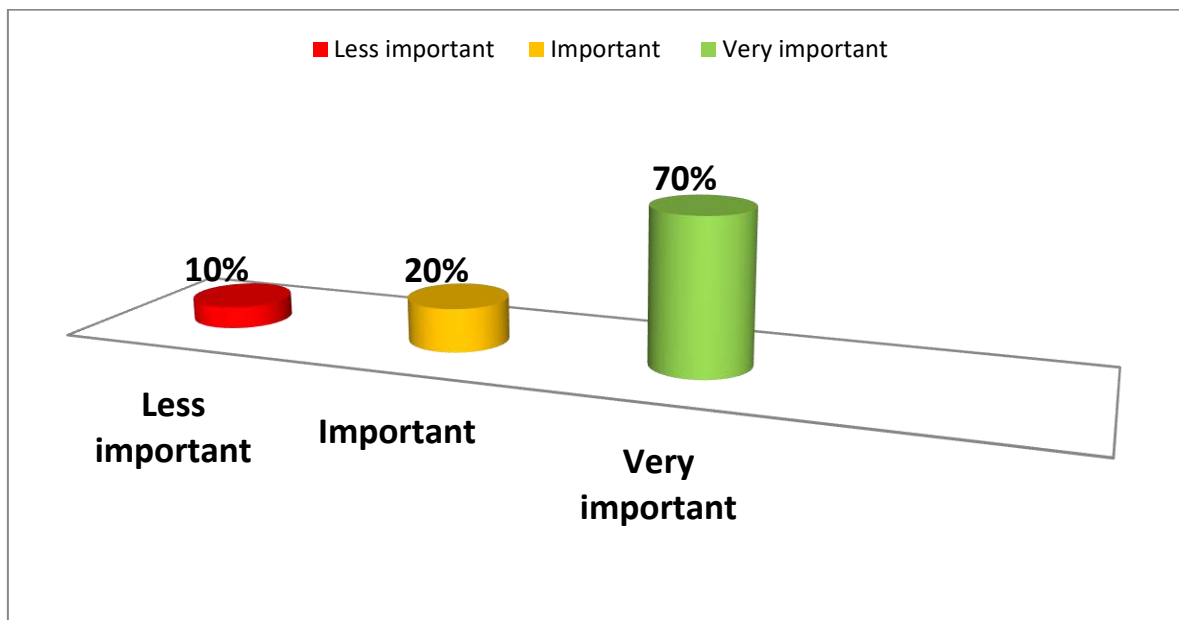
Graph 3.3. The Teachers' Opinion on the Importance of the Speaking Skill

The aim of this question was to investigate teachers' opinion on the importance of the speaking skill compared to other skills. The majority of the teachers, (seven teachers), representing 70% of the total number, affirmed that they see it a very important skill whereas two teachers (02), representing the percentage of 20%, stated that they see it an important skill. The rest of the teachers, only one teacher (01), representing the percentage of (10%), sees it as less important skill. From the graph above, one can notice that the majority of

teachers consider the speaking skill as a very important skill. The other teachers do not neglect its importance but see it in less degree of importance.

B/ Justify your answer?

Teachers who said that the speaking skill is less important skill compared to other skills explain their answer as follows:

❖ It is less used in all modules and exams.

❖ It is of much interest only in one module which is oral expression.

❖ It comes at the second level if compared to writing skill.

Teachers who said that the speaking skill is important skill compared to other skills explained their answer as follows:

❖ Language proficiency cannot be achieved by mastering only one or two skills.

❖ All skills are needed for effective communication (oral or written).

Teachers who said that the speaking skill is very important skill compared to other skills explained their answer as follows:

❖ It shows learner's overall mastery of the language.

❖ Students need to speak using the language and also understand others because language is communication.

❖ It is the primary means of communication.

❖ It allows students to communicate with others and to express their thoughts and feelings.

Question Four: Do you think that the time allotted to oral expression is sufficient? Why?

A/ Do you think that the time allotted to oral expression is sufficient?
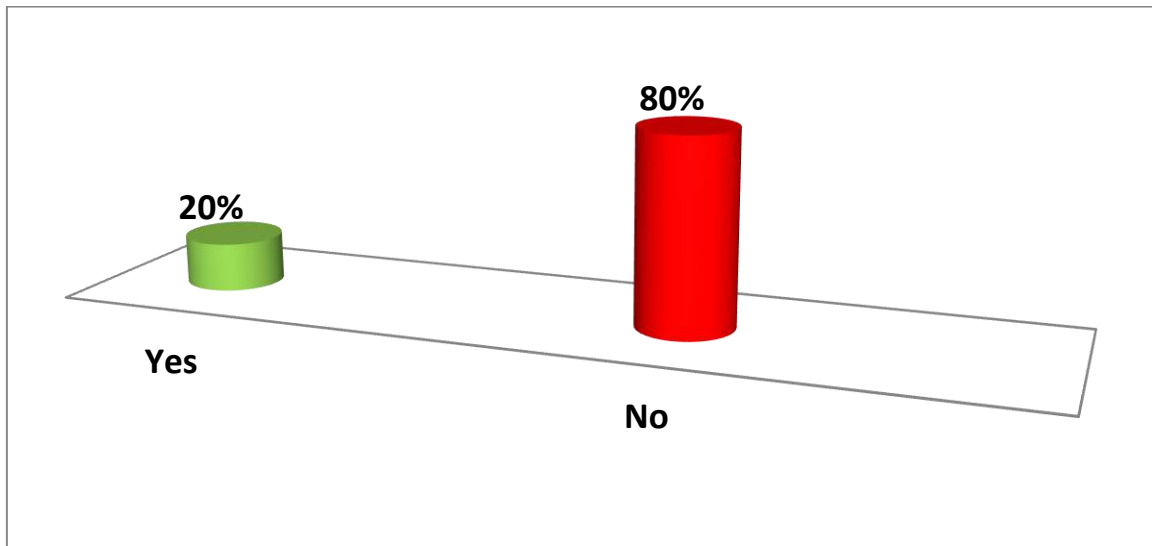
Graph 3.4.Teachers 'Opinion on the Time Allotted to Oral Expression

The aim of this question was to investigate whether the teachers consider the time allotted to oral expression is sufficient or not. The majority of the teachers, (eight teachers), representing 80%, consider the time allotted to oral expression is insufficient whereas two teachers (02), representing the percentage of 20%, stated that they consider the time allotted to oral expression is sufficient. One can notice that majority of teachers consider the time allotted to oral expression is insufficient; for instance, they will face the time obstacle using video games as tools in their classes because they consume much time.

B/ Why?

Teachers who said that the time allotted to oral expression is insufficient explained their answer as follows:

  ❖ More time helps teachers do more practice, which means more efficiency, but in our case we do not have enough time to practice.

❖ It must be of equal interest as other modules.

Teachers who said that the time allotted to oral expression is sufficient explained their answer as follows:

❖ Learners must depend on themselves and take some knowledge outside the classroom.

❖ Four hours of oral expression per week is enough. It is not about time but the efficiency of the teaching and the practice during the sessions which is important.

One can notice that teachers gave different reasons to their answers according to their experiences and their way of teaching.

Question Five: When practicing the speaking skill with your students, which of the following practices do you prefer?

Accuracy practice ☐   Fluency practice ☐
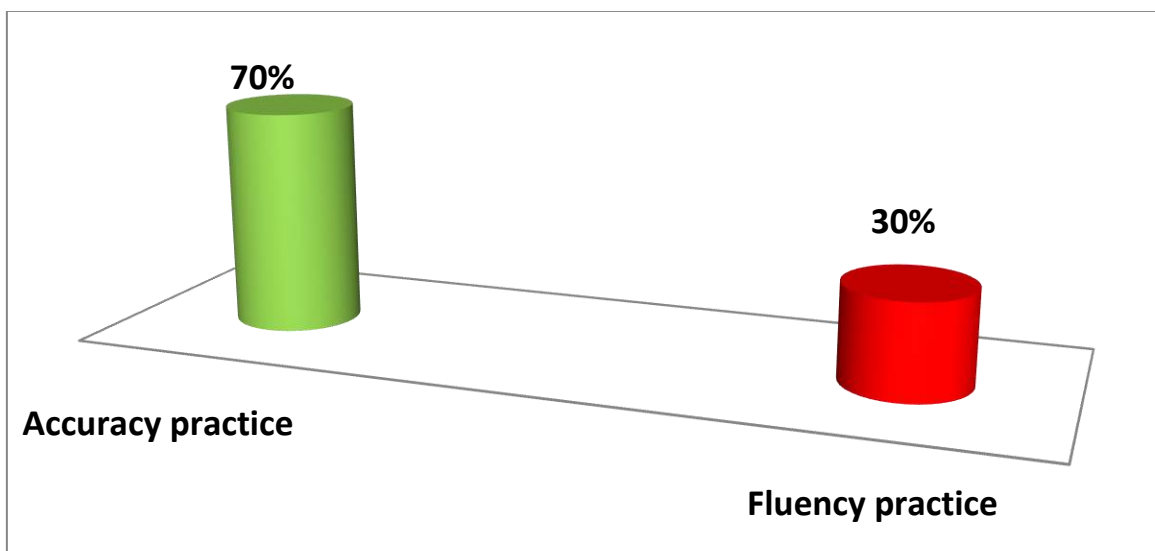
Graph 3.5. Teachers' Preference when Practicing the Speaking Skill with their Students

Most of the teachers, (seven teachers), representing the percentage of 70% confirmed that they prefer accuracy practice when practicing the speaking skill with their students. On the other hand, three teachers (03) representing the percentage of 30%, said that they prefer fluency practice. One can notice that the majority of teachers prefer accuracy practice over fluency practice. So, teachers try to enhance their students' ability to use the right words in correct grammatical structures. The rest of teachers prefer fluency. They engage their students in conversations and they give them the freedom to use the new words and phrases they have learned without fear of grammatical mistakes.

Question Six: What are the frequent problems/difficulties that your students encounter during practicing the speaking skill during the lesson?

The teachers mentioned some difficulties that face their students:

- ❖ Anxiety and shyness.
- ❖ Lack of motivation and interest in some subjects.
- ❖ Unwillingness to participate.
- ❖ Fear of making mistakes and the reaction of their teacher and their classmates.
- ❖ The interference of their mother tongue.
- ❖ Linguistic problems: in grammar, vocabulary and pronunciation.
- ❖ Problems in listening or unwillingness to listen.
- ❖ Unfamiliarity with some learning practices and techniques.

Comment

One can notice that all these problems mentioned are very common within the students. Some tools like video games could help students to solve many of these problems.

Question Seven: Do you think that using technology for teaching speaking is so important? Why?

   A/ Do you think that using technology for teaching speaking is so important?

Options	Frequency	Percentage
Yes	**10**	**100%**
No	**00**	**00%**

Table 3.21. Teachers' Opinion on the Importance of Technology for Teaching Speaking

All the teachers, (ten teachers), representing the percentage of 100% said that using technology for teaching speaking is so important. One can notice that teachers regard technology tools as important ways of helping them teach the speaking skill.

B/ Why?

The teachers' explanations are summed up as follows:

❖ Using technology improves motivation and facilitates tasks and learning in general.

❖ Technological tools have been regarded as ways of helping students improving the speaking skill.

❖ Videos and speech recognition software are considered as the best tools for teaching the speaking skill.

❖ Technology offers exposure to authentic materials.

❖ Connect students with the native speakers of English.

❖ Technology provides students with self-paced practice opportunities and immediate personalized feedback.

❖ Technology offers wide range of media that can be used as learning materials for oral expression practices.

❖ Technology provides many innovative solutions to many speaking difficulties.

❖ Gain of time.

Comment

Teachers mentioned different reasons to recognize the importance of technology for teaching the speaking skill, which can be considered as an optimistic view to apply video games as one of the technological tools.

Question Eight: Do you think that students like using technology?

All the teachers, (ten teachers), representing the percentage of 100% think that students like using technology for learning. One can notice that all teachers think that students like using technology, they observe them using their mobiles and speaking about their own devices the whole day long.

Question Nine: Do you feel confident when it comes to using technology in classroom with your students?

All the teachers, (ten teachers), representing the percentage of 100% feel confident when it comes to using technology in classroom with their students. These teachers showed enthusiasm and confidence toward using technology tools in the classroom with their students which is an optimistic result to our research objectives.

Question Ten: How useful are video games for English language learning? Why?

Less useful ☐   More useful ☐

A/ How useful are video games for English language learning?
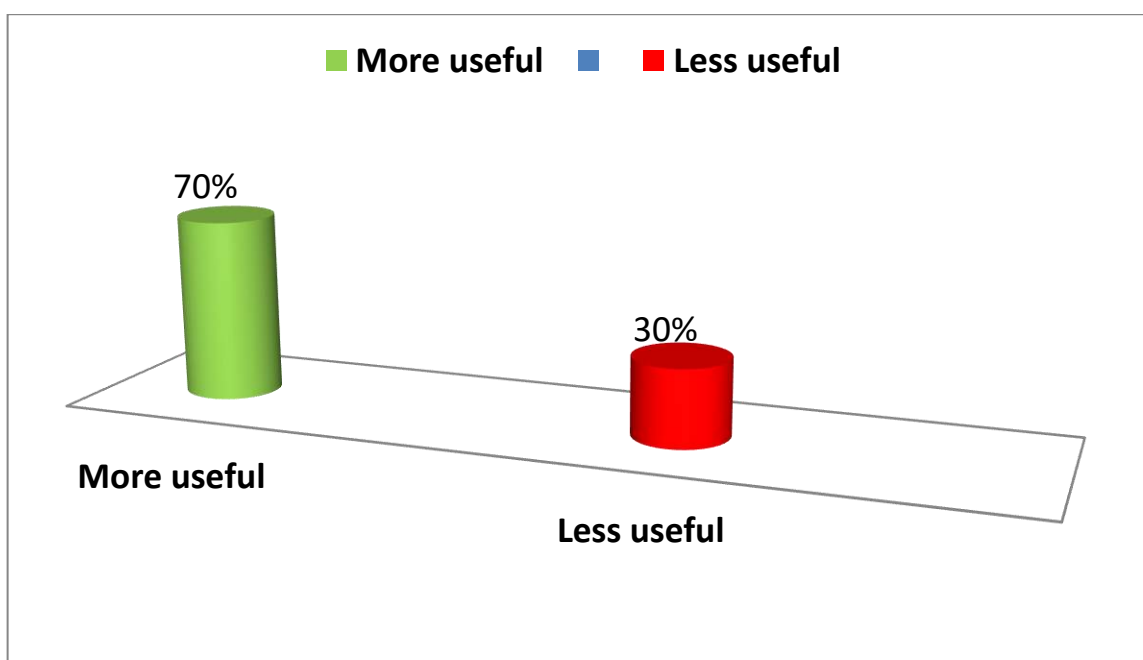
Graph 3.6. Teachers' Opinion on the Usefulness of Video Games for Learning English

The majority of the teachers, (seven teachers), representing the percentage of 70% confirmed that video games are more useful for English language learning. On the other hand, three teachers (03) representing the percentage of 30%, said that video games are less useful for English language learning. Here, the teachers' answers are optimistic. As the majority consider video games very useful tools for learning English language, this means they can use it in their teaching.

B/ Why?

Teachers who said that video games are less useful for English language learning explained their answer as follows:

- ❖ Using video games consumes much time.

- ❖ Using video games distracts the students.

Teachers who said that video games are more useful for English language learning explained their answer as follows:

- ❖ Video games are efficient in acquiring knowledge.

- ❖ Video games can be a source of input for learners.

- ❖ Video games create an enjoyable learning experience and break the habit of having serious atmosphere in the classroom.

- ❖ Video games help students learn English in a motivating atmosphere.

- ❖ Video games, particularly multiplayer Games can put students in various real-life scenarios which help them practice every day English.

Comment

Teachers gave different reasons about the usefulness of video games. The most commonly expressed one is that video games can put students in different real-life contexts which help them practice English.

Section Three: The Use of Video Games in Teaching

Question Eleven: Do you use video games in your teaching? Why?

A/ Do you use video games in your teaching?
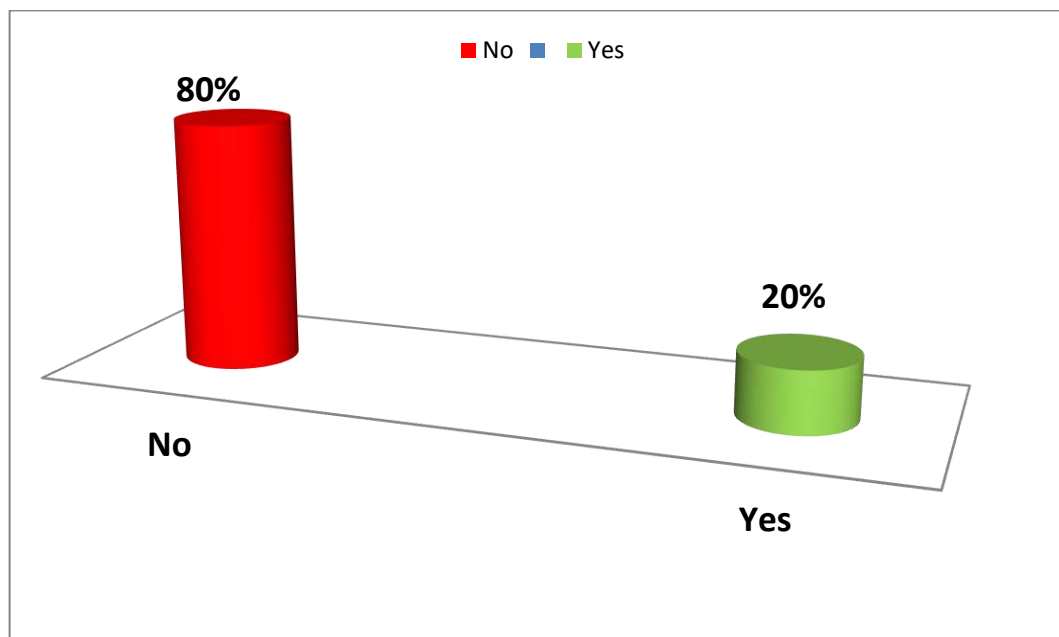
Graph 3.7. Teachers' Use of Video Games in Teaching Oral Expression

most of the teachers, (eight teachers), representing the percentage of 80% confirmed that they do not use video games in teaching oral expression. On the other hand, two teachers (02) representing the percentage of 20%, said that they use video games in teaching oral expression. As the graph shows, the majority of teachers do not use video games in teaching oral expression and this is not a bad indicator. When teachers do not use video games they may use other good tools in their teaching. There are some teachers who use video games in their teaching oral expression because they find them helpful to enhance their students' oral performance.

B/ Why?

Teachers who said they use video games in their teaching explained their answer as follows:

- ❖ Video games help students improve powers of concentration and memory.
- ❖ Video games help students improve their creativity.
- ❖ Video games help students improve language and teamwork.

Teachers who said they do not use video games in their teaching explained their answer as follows:

- ❖ Time is short to use them in teaching oral expression.
- ❖ Lack of resources at the university and it is also challenging to use them online because not all the students have equal access to technology.
- ❖ Games need experience and familiarity with them to be used with students.

Comment

The majority of Teachers who do not use video games find that time allotted to oral expression, lack of technological resources and the unfamiliarity with video games are the most obstacles that prevent them to use video games in their teaching.

Question Twelve: How do your students feel while using video games in class?

Less motivated ☐   Motivated ☐

Options	Frequency	Percentage
Motivated	**08**	**80%**
Not motivated	**02**	**20%**
Total	**10**	**100%**

Table 3.22. Teachers' Opinion on the Impact of Video Games on Students' Motivation

In the question twelve, the teachers were requested to state whether using video games in class makes their students motivated in speaking English or not. Eight teachers (08), representing the percentage of 80%, stated that using video games makes their students motivated in speaking English while two teachers (02), representing the percentage of 20%, claimed that using video games does not make students motivated.

One thing that is very clear from the answers is that video games are great motivating tools to learn English speaking, since the majority of teachers confirmed that video games motivate students.

Question Thirteen: Do video games provide authentic learning?
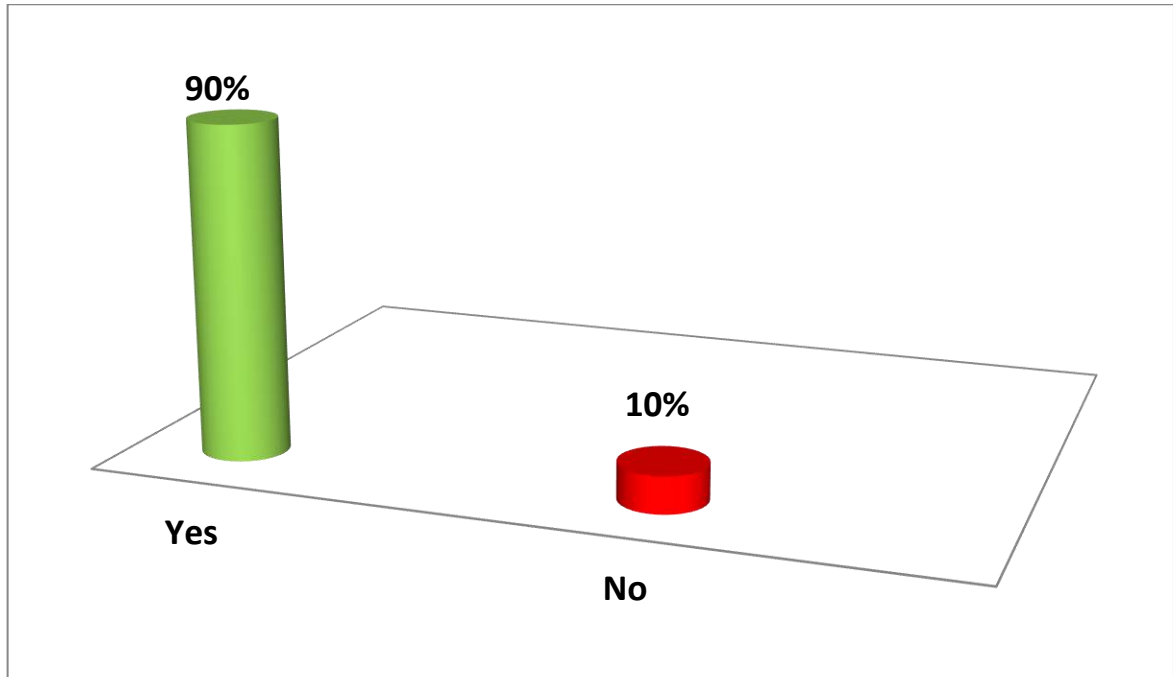
Graph 3.8. Teachers' Opinion on Video Games in Providing Authentic Learning

The majority of the teachers, (nine teachers), representing the percentage of 90% confirmed that video games provide authentic learning. On the other hand, only one teacher (01) representing the percentage of 10%, said that video games do not provide authentic learning. Here, the teachers' answers are optimistic. As the majority of teachers believe that video games provide authentic learning they can use them in teaching oral expression.

Question Fourteen:

Do you think video games would improve your students' pronunciation?

A little ☐   A lot ☐
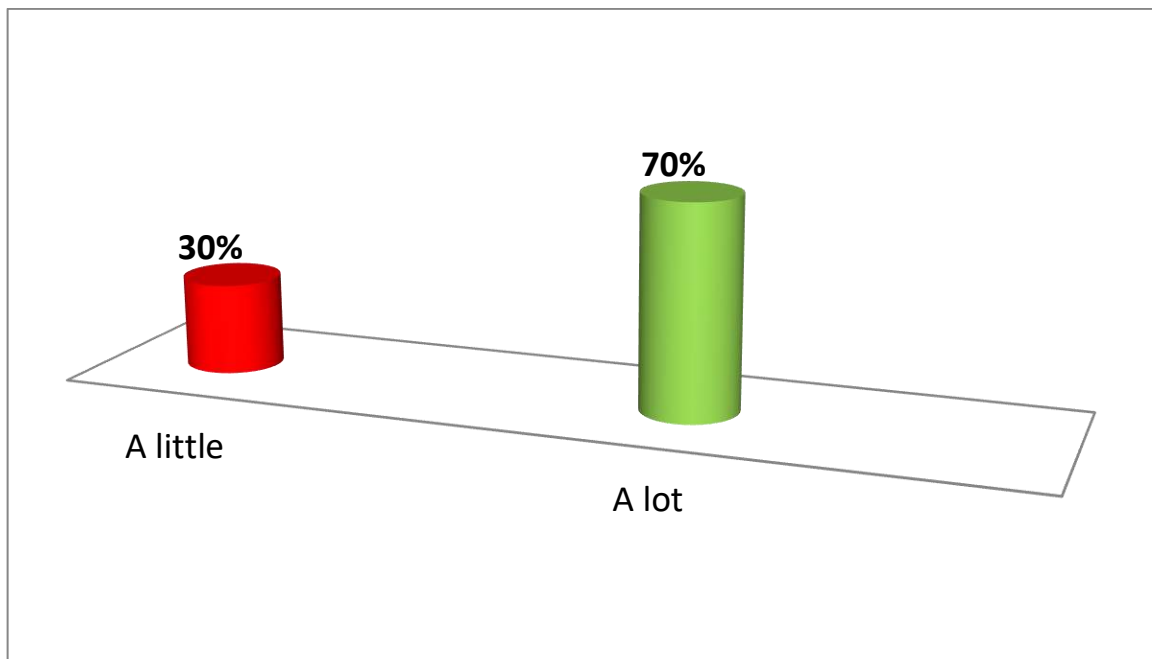
Graph 3.9. Teachers' Opinion on Video Games in Improving Students' Pronunciation

The majority of the teachers, (seven teachers), representing the percentage of 70% believe that video games would improve their students' pronunciation a lot. On the other hand, three teachers (03) representing the percentage of 30% believe that video games would improve their students' pronunciation a little. It can be noticed that the majority of teachers believe that video games would improve their EFL students' pronunciation a lot. They think that pronunciation video games like Phonics game and Theme game are very effective in enhancing students' pronunciation. The minority of teachers who do not find it very effective in enhancing pronunciation may use the wrong kind of video games; Or they are unfamiliar with video games and their use.

Question Fifteen: Do you think video games would improve your students' fluency?

A little ☐   A lot ☐

Options	Frequency	Percentage
A little	**04**	**40%**
A lot	**06**	**60%**
Total	**10**	**100%**

Table 3.23. Teachers' Opinion on Video Games in Improving Students' Fluency

Six teachers (06), representing the percentage of 60% believe that video games would improve their students' fluency a lot. On the other hand, four teachers (04) representing the percentage of 40% believe that video games would improve their students' fluency a little.

From the table above, it can be noticed that most of teachers believe that video games would improve their students' fluency in English language. They think that online multiplayer video games which create communication scenarios similar to real life contexts are very effective in enhancing students' fluency. The rest of teachers may not know this kind of video games or do not use video games at all.

Question Sixteen: If you were to choose video games to enhance your students 'speaking skill, what kind of games would you choose?

The answers to this question varied quite significantly in terms of specific games. Teachers mentioned some video games like:

- ✓ Educational video games and simulations (e.g. scrabble).

- ✓ Communicative video games (e.g. VRetorik).

- ✓ Online multiplayer video games (e.g. MMORPG).

- ✓ Strategy video games (e.g. Tropico 4).

Question Seventeen: Do you have any suggestions to the effective use of video games in the classroom?

The teachers' suggestions to effective use of video games are summed as follows:

- ✓ The institutions should provide resources and continuous support to implement such technologies in an effective way.

- ✓ Teachers should consider the pedagogy-informed use of video games because we need pedagogically sound approach to implementing technology.

- ✓ Teachers should use video games with a clear related purpose to the lesson objectives.

- ✓ Teachers should be very selective regarding what video games to choose.

3.7.4. Discussion of Teachers' questionnaire (results)

The different teachers' answers to this questionnaire have revealed some facts concerning their perceptions of educational video games in improving EFL students' speaking skill. Teachers' questionnaire starts with the teachers' personal information. were the majority of them have more than five years in teaching oral expression, their length of experience varied from one teacher to another (1-15 years), which means that these teachers have a good experience in teaching oral expression module which is valuable to our study. The minority of teachers who have one to two years (1-2 years) experience, they have done a training period which helped them require some kind of experience and require more conceptual and technical knowledge, and competencies in teaching oral expression.

Concerning the speaking skill, the majority of teachers, (seven teachers), consider it as a very important skill compared to other skills because it shows learner's overall mastery of the language and it is the primary means of communication and expressing thoughts and feelings. The minority of teachers, (three teachers), consider speaking skill as less important skill compared to other skills, they consider it at the second level if compared to writing skill. The majority of teachers, (eight teachers), consider the time allotted to oral expression is insufficient because they need more time to practice to get more efficiency. Two teachers see that the time is sufficient and the problem is not about time but the efficiency of the teaching method and the kind of practice during the sessions which are important aspects. In addition, the majority of teachers, (seven teachers), prefer accuracy practice over fluency, they focus on grammar, vocabulary and pronunciation. The rest of them, three teachers, they prefer fluency practice, they engage their students in conversations and they give them the freedom to use the new words and phrases they have learned without fear of grammatical mistakes.

Teachers mentioned different problems that face their students frequently, anxiety and shyness and lack of motivation are the main problems students face; these problems cause many other problems like the unwillingness to participate. There are also the fear of making mistakes and the reaction of the teacher and the classmates. The teachers also mentioned the interference of their mother tongue and the linguistic problems in grammar, vocabulary and pronunciation.

Teachers consider using technology as so important in teaching the speaking skill because they consider using technology improves motivation and provides many innovative solutions to many speaking difficulties. They see that technology offers wide range of media that can be used as learning materials for oral expression practices. Technology provides students with self-paced practice opportunities and immediate personalized feedback and gain time. It helps students to connect with native speakers of English. Teachers state that they are enthusiastic and confident towards using technology in teaching and they think that their students like using technology as they do. The majority of teachers, (seven teachers), consider video games as very useful tools for learning English language and they can use it in their teaching because video games can be a source of input and acquiring knowledge for learners in a motivating atmosphere. Video games create an enjoyable learning experience and break the habit of having serious atmosphere in the classroom. Teachers consider video games, particularly Multiplayer video games can put students in various real-life scenarios which help them practice every day English, few teachers, (three teachers), consider video games less useful because they consume time and distract students.

The majority of teachers state that they do not use video games in their teaching because many obstacles, video game need experience and familiarity with them to be used with students , also the time allotted to oral expression is short and the lack of technological

resources . Only two teachers use them and they see that video games improve the powers of concentration and memory and video games help students improve their language, creativity and teamwork. The majority of teachers, (eight teachers), agree that video games are great motivating tools for students. Furthermore, nine teachers state that using educational video games provide an authentic learning if used correctly. Using tools such as educational video games would improve EFL students' pronunciation; seven teachers state that video games such as Phonics game and Theme game are very effective in enhancing students' pronunciation. Six teachers think that online multiplayer video games which create scenarios similar to real life contexts are very effective in enhancing students' fluency. The teachers mentioned specific video games that can help EFL students in enhancing their speaking skill such as Educational video games and Simulations (Scrabble), communicative video games (MMORPG, VRetorik).

Finally, the EFL oral expression teachers gave some suggestions to effective use of video games to enhance the students' speaking skill. They suggested that teachers should consider the pedagogy-informed use of video games because we need pedagogically sound approach to implementing technology. Also they suggested that teachers should use video games with a clear related purpose to the lesson objectives and they should be very selective regarding what video games to choose.

The results gave the study a confirmation that educational video games have the power to improve EFL students' speaking skill.

3.8. Summary of the Results

Based on the analysis of the teachers' questionnaire and the students' questionnaire, we obtained data about their opinions and perspectives towards the use of video games in improving EFL students' speaking skill. These findings answer our research questions and prove our research hypotheses.

First, the results show that the majority of teachers hold a doctorate and their teaching experience of oral expression vary from one teacher to another. The most experienced one has fifteen years of experience in teaching. These teachers have a good experience in teaching oral expression module which is valuable to our study. The majority of them consider the speaking skill as a very important skill compared to other skills like reading and writing and they prefer accuracy practices over fluency practices in teaching the speaking skill.

Second, the results show that most of the students use computers and mobiles in their private life to play video games and to learn as well. The oral expression teachers also use laptops and mobiles to prepare and present their lectures. They prefer using of technology and audio-visual materials in teaching. Therefore, most of the students and teachers have positive attitude toward technology tools and materials.

Third, the results show that most of the students enjoy playing video games and they seemed to be very motivated to use video games inside the classroom for pedagogical purposes because they confirmed that educational video games have positive effect on their language and they would provide authentic learning for them. Students believe that video games would reduce their anxiety and boost their confidence and motivation to learn through an enjoyable process.

The learners confirmed that educational video games, especially communicative video games would improve their pronunciation and make them experience real-life communication through conversations and interactions with natives.

The teachers of oral expression module who confirmed that teaching oral expression through video games is so efficient and helpful to improve learners' communicative ability also believe that educational video games are very useful tools; however, the majority of them do not use these games in their teaching due to difficulties in implementing them inside the classroom. Lack of technological resources and experience in dealing with video games, the insufficient time allotted to oral expression module are the major difficulties teachers encounter to use educational video games in the classroom.

Finally, one can say that most of the teachers and learners support the educational video games. They recognized their importance on the speaking skill. All the teachers agreed that learners today enjoy playing video games outside the classroom. Hence, the use of them inside the classroom must be a very effective way. However, Teachers should encourage their students to develop their pronunciation, fluency and communicative abilities through video games like language games, online multiple-player games and strategy games. Also, teachers and learners need professional training concerning the use of these tools in the classroom to avoid the difficulties and gain time.

Conclusion

This chapter was developed to present the analysis of data collected. It was concerned with describing the research instruments and data analysis methods. In fact, the analysis of the students' questionnaire and the teachers' questionnaire revealed that the use of educational video games would be very effective and helpful to enhance students' speaking skill. However, the teachers should learn how to implement video games in their teaching classes, so they will not encounter problems in using these tools. The educational video games are very effective tools in enhancing pronunciation, fluency and solve some problems in speaking English such as anxiety and fear, linguistic problems (in grammar, vocabulary, and pronunciation).

Recommendations

Recommendations

This study has aimed to gain deep insights into students' and teachers' perceptions of educational video games in improving EFL students speaking skill, for the purpose of fulfilling our objectives, we have submitted two questionnaires; one for the students, and the other for teachers. After the analyses of both questionnaires, the most significant findings of our study can be summarized in the following:

- ❖ Both teachers and students support using the educational video games.
- ❖ Both teachers and students recognized the importance of video games on the speaking skill.
- ❖ All the teachers agreed that learners today enjoy playing video games outside the classroom.
- ❖ All the teachers agreed that the use of video games inside the classroom must be done in a very effective way.
- ❖ Teachers should encourage their students to develop their pronunciation, fluency and communicative abilities through video games like language games, online multiple-player games and strategy games.
- ❖ Teachers and learners need professional training concerning the use of educational video games in the classroom to avoid problems and gain time.

Based on the results obtained from the questionnaires, we suggest the following recommendations:

Recommendations

1/ Recommendations for EFL University teachers

- ✓ Teachers are recommended to be aware of the involvement of technology in the educational field and merge technology tools within the curriculum.

- ✓ Teachers are recommended to use educational video games in their course to help students improve their confidence in speaking and reduce their lack of interest.

- ✓ Teachers are recommended to to include different activities in the classroom based on video games.

- ✓ Teachers are recommended to ask their students about their favourite video games.

- ✓ Teachers are recommended to suggest some video games which they consider suitable to their students level.

- ✓ More time are recommended to be allocated to the oral expression session.

2/ Recommendations for EFL University students

- ✓ Students should be given guidance and rules on how to employ video games in classroom.

- ✓ Students should be exposed to the use of technological tools such as educational video games regularly to assist them overcome their speaking challenges and improve their speaking skill and oral performance.

- ✓ Students should not be afraid of making mistakes in speaking, but on the contrary they will learn from their mistakes in order to develop their speaking.

- ✓ Students should learn from video games inside and outside of the classroom.

3. Other recommendations

- ✓ The department of English is recommended to provide more computers and technological resources.
- ✓ It is highly advised that this research should be re-conducted with a larger sample size in order to gain more data.
- ✓ An experimental study is needed to look at the influence of Video Games on enhancing classroom speaking skill.

General Conclusion

General Conclusion

The main concern of this study was to examine the importance of using the educational video Games in improving the EFL students' speaking skill. This study is limited to LMD second year students of English at the University of Biskra where they have four sessions of oral expression per week. This research hypothesized the importance of Educational Video Games in enhancing students' speaking skill and providing them with opportunities to use their English language and also help them overcome their fears during the learning process.

Therefore, this research was divided into three chapters. The first chapter shed the lights on the use of Educational Video Games (EVG) in EFL teaching and learning process. It provided definitions of Traditional and Modern Education, Educational Technology, Computer-Assisted Language Learning (CALL). It spoke about Play Theory, Educational Video Games, Video Games Design and Motivation, Video Games in the Classroom, Video Games and Language Learning and Video Games and Language Learning Outcomes.

The second chapter provided an overview on the speaking skill. It provided a good number of definitions of the speaking skill, its components, the aspects of speaking, and the importance of the speaking skill, the communicative competence and finally general problems that may be encountered by EFL learners in this skill.

The third chapter is the practical chapter which is concerned about the data analysis of both teachers' and students' questionnaires with the discussion of the findings. It described the study tools as well as the participants' profiles, research procedures, and data analysis methods in depth. The chapter also dealt with the analysis of the data collected. It summarised the most important findings in the end.

General Conclusion

This research described the importance of using video games to enhance student's speaking skill. The findings revealed that it is very useful to employ educational video games in enhancing the speaking skill and consolidated them in the session which can help students; especially second year EFL students to conquer their problems in speaking skill. The speaking skill is regarded as very important skill in learning and teaching a foreign language because language is communicative. Moreover, one of the strategies that creates enjoyable atmosphere is using video games inside or outside the classroom which contribute in improving students speaking skill, especially the communicative video games (Online Multiplayer Video Games), language video games (scrabbles) and strategic video games which oral teachers advise using them.

In conclusion, this study which investigated the importance of Educational Video Games in improving EFL learners speaking skill has confirmed that implementing these tools are not only effective for the enhancement of students' speaking skill, but also an essential issue that deserves attention of every teacher responsible for the encouragement of teaching and learning process.

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Appendices

Appendix 1

Students' Questionnaire

Dear student,

The present questionnaire aims to collect data for the research we are conducting about the importance of using video games in class in enhancing the EFL learners' speaking skill. We would be grateful if you could answer the following questions. That will not take much of your time, but it will be extremely beneficial to our research. Your personal information or any other information you provide will be used only for the purpose of this research and will NOT be shared with any other party.

Section One: Personal Information

Please, fill in the appropriate information or tick the option that applies to you.

Your gender:...

Your age:...

Your level:...

1- Do you have your personal computer?

Yes ☐   No ☐

2- Do you have a shared computer at home?

Yes ☐   No ☐

3- Do you have an Internet connection at home?

Yes ☐   No ☐

4- Do you have a smart-phone?

Yes ☐   No ☐

Section Two: The Use of Technology

5- Do you use technology inside /outside the classroom?

Yes ☐   No ☐

6- Do you enjoy using technology?

Yes ☐   No ☐

7- Is the department of English equipped with enough Computers?

Yes ☐   No ☐

8- Do you use computers / mobiles in the classroom?

Yes ☐   No ☐

9- How often do you use them?

Always ☐   Sometimes ☐   Never ☐

10- Do you wish to spend more time using computers /mobiles in your classroom?

Yes ☐   No ☐

Section Three: The Importance of Video Games

11- Do you play video games?

Yes ☐   No ☐

12- Do you enjoy playing video games?

Yes ☐   No ☐

13- What feeling do you have about video games?

Negative effect ☐   No effect ☐   Positive effect ☐

14- Do video games provide authentic learning?

Yes ☐   No ☐

15- Do you think playing video games would reduce Anxiety?

Yes ☐   No ☐

16- Do you think playing video games would improve your pronunciation?

A little ☐   A lot ☐

17- Does playing video games make the students

Less confident? ☐   Confident? ☐

18- Does playing video games make the students

Not motivated ? ☐   Motivated? ☐

19- Do video Games make students experience Real Life Communication?

Yes ☐   No ☐

How?...

20- Do you think playing video games encourage Students' Involvement in Lessons?

Yes ☐   No ☐

21- What are the types of video games you usually play?

…………………………………………………………………………………………
…………………………………………………………………………………………

22- According to you, what are the benefits of playing video games on English speaking?

....
....

23- Do you have any suggestions about using video games effectively in the classroom?

....
....

Appendix 2

Oral Expression Teachers' Questionnaire

The present questionnaire aims to collect data for the research we are conducting about the importance of using video games in class in enhancing the EFL learners' speaking skill. We believe that the present issue deserves analysis because it is noticed that most of the EFL learners use mobiles and computers outside and inside their classrooms. We think it is worth investigating the present topic because it tends to meet EFL learners' needs in terms of promoting their speaking skill through the use of video games. We are interested in your viewpoint since you represent the source of this inquiry.

NB:

For each question, put a tick, please, only on the answer that is true for your preferences. (For a few questions you are asked to write your reasons or preferences down.)

Section one: PERSONAL INFORMATION

1- How long have you been teaching oral expression?

Number of years...

2- Have you ever received any kind of training period in teaching oral expression before?

Yes ☐   No ☐

Section Two: The Importance of using technology in EFL Learning (The Speaking Skill)

3- In your opinion, how important is the speaking skill compared to the other skills?

Justify your answer, ...

4- Do you think that the number of time allotted to oral expression is sufficient?

Yes ☐   No ☐

Why?

5-When practicing the speaking skill with your students, which of the following practices do you prefer?

Accuracy practice ☐   Fluency practice ☐

6- What are the frequent problems/difficulties that your students encounter during practicing

the speaking skill during the lesson?

....

....

7- Do you think that using technology for teaching speaking is so important?

If yes, Why?

If no, Why?

8- Do you think that students like using technology?

Yes ☐   No ☐

9- Do you feel confident when it comes to using technology in classroom with your students?

Less confident ☐   More confident ☐

10- How useful are video games for English language learning?

Less useful ☐   More useful ☐

If more useful, Why?

Section Three: The Use of Video Games in Teaching

11- Do you use video games in your teaching?

      Yes ☐   No ☐

If yes, Why?

If no, Why?

12. How do your students feel while using video games in class?

      Less motivated ☐   Motivated ☐

13- Do video games provide authentic learning?

      Yes ☐   No ☐

14- Do you think video games would improve your students' pronunciation?

      A little ☐   A lot ☐

15- Do you think video games would improve your students' fluency?

      A little ☐   A lot ☐

16. If you were to choose video games to enhance your students 'speaking skill, what kind of games would you choose?

....
....
....

17- Do you have any suggestions to the effective use of video games in the classroom?

………
………
………

ملخص

تهدف الدراسة الحالية إلى اكتساب نظرة ثاقبة حول تصورات الطلاب والأساتذة لألعاب الفيديو التعليمية في تحسين مهارة التحدث باللغة الإنجليزية كلغة أجنبية. لتحقيق أهداف هذه الدراسة، تم اعتماد منهج بحث وصفي كوسيلة مناسبة للتعامل مع الظاهرة ووصفها بشكل منهجي. خلال هذه الدراسة، نفترض أن هناك أنواعًا مختلفة من ألعاب الفيديو التعليمية التي يمكن استخدامها لتحسين مهارة التحدث باللغة الإنجليزية وقد يجدها أساتذة اللغة الإنجليزية كأدوات أكثر فاعلية لتحسين مهارة الطلاب الكلامية. من أجل تأكيد الفرضيات السابقة، قمنا بالتحقيق في حالة طلاب السنة الثانية من اللغة الإنجليزية كلغة أجنبية. تم إجراء استبيانين (02) لجمع البيانات، واحد إلى عشرة (10) أساتذة للتعبير الشفهي وآخر إلى ستين (60) طالبًا في السنة الثانية من اللغة الإنجليزية كلغة أجنبية تم اختيارهم عشوائيًا في قسم اللغة الإنجليزية بجامعة بسكرة خلال العام الدراسي 2021-2022. بعد تحليل البيانات التي تم الحصول عليها، أظهرت النتائج أن كل من المتعلمين والمعلمين لديهم موقف إيجابي تجاه استخدام ألعاب الفيديو كأداة لتحسين وتطوير مهارة التحدث. أخيرًا، تم تقديم العديد من التوصيات والاقتراحات لكل من المعلمين والطلاب بناءً على نتائج البحث. يُنصح المعلمون بأن يكونوا على دراية بمشاركة ألعاب الفيديو التعليمية من أجل إنشاء طرق جديدة ومثيرة للتعلم وتعزيز مهارة التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية. يُنصح الطلاب بالتعرض لاستخدام الأدوات التكنولوجية مثل ألعاب الفيديو التعليمية بانتظام لمساعدتهم على التغلب على إحجامهم عن التحدث لتحسين مهارات التحدث والأداء الكلامي.