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TITLE

Investigating the Students' Perception Towrod the Impact of Playing Online

Video Games on Speaking Skill :The Case of First year Master

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Declaration

I **SAOULI RODEIN** declare this Master dissertation entitled **"invistegating the Impact of Playing Online Video Games on the Speaking Skill "** is entirely executed by me under the guidance and supervision of **Dr. ZEGHDOUD** Meriem in the Department of English, at the University of Biskra. I confirm that this work has not been submitted, in whole or in part, in any previous application for a degree. I also confirm that all the references which I used are respectively acknowledged in my work.

Signature:

Dedication

I would like to express my deep recognition to Allah, for giving me determination and Strength to accomplish this research.

This dissertation is dedicated to my parents and my sisters , who have been my biggest supporters for months and gave me full trust and attention to accomplish this work.

To my best friends , I am grateful and lucky to have you in my life.

Thank you

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Abstract

The study aims to investigate the students' perceptions towards the impact of playing online video games on the speaking skill among EFL learners at the University of Mohammed Khaidar Biskra. In order to collect data, one quantitative research tool was used, which is a semi-structered questionnaire addressed to EFL learners. A non-random sample of 34 students participated in the study. The study revealed that playing online video games has a positive impact on the speaking skill and verbal communication abilities among the learners .More specifically, the results showed that learners' pronunciation and vocabulary acquisition ameliorated and the anxiety when playing games was reduced. Furthermore , the study showed that playing video games raised learners' motivation to communicate in English, which in turn improved their speaking skill. The findings of this study support the notion that edutainment, which combines education and entertainment, can be an effective strategy for enhancing EFL learners' speaking skill.

Keywords: Online Video Games, Speaking Skill ,Students Perceptions.

List of Abbreviations and Acronyms

PVP: player versus player

P2P: peer to peer

MUDs:Multiplayer Dangeons

BBS:Bulletin Board Games

GUIs:Graphical User Interface

MMOGs:Massively Multiplayer Online Games

FPS:First Person Shooter

RTS:Real -Time –Strategy Games

MOBA:Massively Multiplayer Online Battele Arena

RPG: Role playing Games

AR: Augmented Reality

VR:Virtual Reality

ELF :English as a Foreing language

ESL:English as a Foreing language

CLT:Communicative language Strategies

CS:Communication Strategy

TBI:Task- Based Instruction

TBLT: Task- Based Instruction Language Teaching

SBI: Strategy Based Instuction

CBI: Content Based Instuction

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General Introduction

The Background of the Study

In the age of globalization, computers and the internet are used by people all over the world as a medium for entertainment and learning, especially languages. Language has played a crucial role in communication. People from all over the world have been learning English to open as many doors in life as they can since it became the lingua franca in all fields, including business, science, diplomacy, information technology, and other aspects of our daily lives. (Hjarvard, 2004) stated that English has emerged as a dominant global language, surpassing its previous status as one among several European languages. Now it serves as the lingua franca for international communication, replacing French and Spanish in many contexts. Learning languages especially English has many ways one of them is playing online video games.

The popularity of online gaming has grown significantly over time. There is a wide range of options in online gaming to suit every taste and preference, ranging from lighthearted mobile games to rich multiplayer experiences. A virtual platform called online gaming allows users to interact, converse, and play a variety of game genres, including sports, strategy, shooter, and role-playing. It provides an immersive experience that lets users explore imaginative worlds and let their inner creative and competitive spirit run wild. It does, however, have benefits and drawbacks, and for a fair and pleasurable gaming experience, it is essential to comprehend these aspects. . A video game that is played online is one that is played through the internet. It developed into a noteworthy cultural phenomenon, gaining significance and merit in people's daily lives and even in academic consideration (Crawford, 2013). Online games frequently take place in fantastical settings, with a strong emphasis on brave and majestic deeds. Creating an avatar that allows the player to explore large areas of land is a key goal (Karlsen, 2013). In order for players to communicate with one another, they need to speak clearly.

As speaking is the most important tool for communication, speaking is the foundation of language learning. It is defined as one of the four skills that language users use to effectively communicate and express themselves (Nafa, 2023). It is also described as a process in which speakers depend on all available information, including background and linguistics, to produce communications that the target audience will comprehend and find meaningful (Drozdzial-Szelest,2011). There are linguistic and non-linguistic components to speaking skills. The study of linguistics includes precise pronunciation, clarity, and articulation. Articulation, is intonation, stress, and diction are its four main components. Language variations, both new and native, are a part of non-linguistics. Speaking with fluency is facilitated by mastery of the material, speed, and discussion topics. Speaking abilities are also influenced by courage, attitude, and expression (Darihastining, 2019).

Statement of the Problem

Despite the widespread popularity of online gaming for both entertainment and educational purposes, there is still a lack of understanding regarding its impact on speaking proficiency. As effective communication and language learning heavily depend on speaking skills, it remains uncertain to what extent online gaming contributes to the development of this crucial aspect. Therefore, the primary objective of the current study is to fill this gap by investigating students' perspectives on the influence of playing online video games on their speaking abilities.

The Research Question

This study aims to answer to the following question :

1. What are the students' perceptions regarding the impact of playing online video games on their speaking skill?

Significance of the Study

This research explores the potential of online gaming to enhance language proficiency, particularly in real-time communication, and its implications for language education policies and practices.

For educators, the study reveals the potential of online gaming to create engaging and interactive learning environments, where students can practice real-time communication in an immersive and dynamic setting. This can empower educators to design innovative language learning programs that leverage the motivational power of online gaming, potentially boosting student engagement and confidence.

Students stand to benefit from this exploration, as the study's findings can inform the development of personalized learning pathways that cater to individual needs and preferences. Students can leverage online gaming to practice speaking English in a safe and supportive environment, potentially reducing anxiety and boosting their confidence in using the language. Additionally, the study can guide the creation of game-based learning experiences that make language learning more enjoyable and effective.

Policymakers gain valuable insights into the feasibility and effectiveness of integrating technology into language education programs. The study's findings can inform policy decisions regarding resource allocation and the development of evidence-based guidelines for incorporating online gaming into EFL curricula. This can pave the way for innovative and inclusive language education practices, ensuring that all learners have access to the tools and resources they need to achieve .

Operational Definitions of Terms

Speaking Skill: According to Harris (1969), speaking is a complex skill that relies on the simultaneous use of various abilities. However, these abilities often develop at different rates. In the current study, the speaking skill concerns English speaking skill of students at Biskra university, English department.

Online video Games: Online games are video games that are played partially or primarily over the Internet or other computers that are accessible. There are various genres of these games, such as first-person shooters, action games, and massively multiplayer online role-playing games (MMORPG) (Crawford et al., 2011). In the current study, playing video game is done by English stduents at Biskra university, English department.

Review of Related Literature

Putri (2019) explored the use of online games as a teaching tool for English as a Foreign Language (EFL) instruction. The study aims to examine the impact of online games on students' speaking abilities and how they can be utilized as a communication and educational tool. The research employed observation and questionnaires as research instruments, with college students from the 2018 group as the subjects. The study found that online games can enhance students' speaking abilities by providing them with opportunities to practice their language skills and interact with people in real-time. The study also revealed that playing online games improves students' speaking abilities, particularly in vocabulary acquisition and pronunciation. The research concludes that online games can be used as a tool to improve students' speaking abilities and can be integrated into conventional language learning techniques. The study's findings can benefit educators by providing them with insights into the potential of online games as a tool to foster engaging and interactive learning

environments. Additionally, students can benefit from personalized learning pathways that cater to individual needs and preferences, while policymakers can use the study's findings to inform policy decisions regarding resource allocation and the development of evidence-based guidelines for incorporating online gaming into EFL curricula.

(Susi Darihastining et al., 2019) investigated the impact of online gaming on the speaking abilities of college students in Indonesia. The research aims to understand why online games are used as a medium for improving speaking skills and how they can be effectively implemented to enhance students' speaking abilities. The study found that online games can positively influence students' speaking skills, particularly in terms of language aspects (articulation, intonation, stress, and diction) and non-language aspects (variation, fluency, suitability, expression, and attitude). The research also identified internal and external factors that affect students' speaking skills and the benefits of online games on students' speaking skills. The study used a qualitative approach, involving questionnaires, observation, and in-depth interviews with 38 students from the Indonesian Language and Literature Department of STKIP PGRI Jombang.

(Pham et al., 2019) investigated the impact of using games on the speaking performances of non-English major students in Vietnam. The study involved 74 students from the Tourism and Travel Management and Office Management majors at Tra Vinh University, who were divided into a control group and an experimental group. The study found that using games in the speaking classrooms motivated students in the learning process and improved their speaking skills remarkably. The research suggests that teachers should apply gaming activities as an effective method to improve students' participation in the learning process. The study's findings contribute valuable insights into the potential of using games to enhance EFL learners' communication skills.

Bennacer (2022) conducted research into the use of online video games as a learning strategy to enhance the speaking abilities of English-speaking individuals. The research, which aligns with the edutainment teaching approach, employed a quantitative method, distributing a questionnaire to 210 Algerian university learners from various English language and literature departments. The findings revealed that while students do not play video games for learning purposes, they acknowledged the positive impact of these games on vocabulary acquisition, pronunciation, anxiety reduction, and motivation, which in turn unconsciously enhanced their speaking skills. Additionally, the study highlighted that learners believed a course incorporating computer games and providing guidelines for additional study could aid in their English language learning. The research provides valuable insights into the potential of online video games as a tool to improve EFL learners' communication skills, shedding light on the unconscious benefits of these games on language acquisition and speaking proficiency.

(Albaqami,2022) investigated the impact of online gaming on English language proficiency among Saudi Arabian children during the pandemic. A survey was conducted to determine whether playing online video games has an impact on English proficiency and whether online gaming positively contributes to foreign language development. A total of 62 parents of online video gamers aged between 5 and 13 years responded to a variety of questions on the number and quality of their children's disclosure to digital games. The research demonstrates that online video games offer a positive, stimulating, and authentic environment that plays a vital role in mastering the target language. The study found that online gaming has a significant impact on English language proficiency, lowering anxiety and improving confidence and learning motivation among children in Saudi Arabia. The findings suggest that online video games, particularly Massively Multiplayer Online Role-Playing Games (MMORPGs), can be applied to enhance language learning, which is drawing

researchers' attention from different fields. The study's findings contribute valuable insights to educational practices in the context of remote learning and digital entertainment

This section provides an extensive literature review of the research on speaking skills, with an emphasis on how it relates to online video games.

This literature review provides a comprehensive overview of research on the use of online video games to enhance English as a Foreign Language (EFL) learners' speaking skills. The studies by (Bennacer ,2022),(Putri ,2019), (Albaqami ,2022), (Susi Darihastining et al. (2019), and Pham et al. (2019) collectively demonstrate the positive impact of online gaming on language acquisition and speaking proficiency. These studies reveal that online video games can unconsciously enhance learners' speaking skills by improving vocabulary acquisition, pronunciation, and motivation. Additionally, the research emphasizes the potential of online games to foster engaging and interactive learning environments, benefiting both educators and students. The findings also highlight the need for evidence-based guidelines for incorporating online gaming into EFL curricula, as well as the importance of maintaining a healthy balance between online gaming and other aspects of life, such as work and education.

Methodology

In the present study, a descriptive research methodology will be employed as a suitable one in terms of a survey to investigate and describe the phenomenon of how playing online video games impact speaking skill. The research will be conducted quantitatively through the administration of questionnaires to EFL students in the Department of English at Mohamed Khaider University of Biskra.

Population and sampling

The popualtion of the study will comprise Master one EFL stduents , and some from L1 and M2 EFL students.The sample was selected non -randomly due to the nature of the study .In which, the use of non-random convenience sampling allowed for the selection of participants who were most likely to have experience with online video games.

Data Collection Tools

The semi-structured questionnaire has been chosen as a research tool to investigate the perceptions of EFL students regarding the impact of online video games on their speaking abilities. The questionnaire is designed to gather data from a large sample of participants, which allows for the analysis of the data and the drawing of meaningful conclusions.

Structure of the Dissertation

This dissertation is divided into three chapters, the first chapter represents a theoretical background is entitled Speaking skill which include definition ,types, the importance of speaking .Besides that the role of technology in speaking skill developments . Meanwhile the second chapter is entitled online video games. It provides an account on the history and definitions of online video games, its types, its role in foreign language learning, and its influence on learners' speaking skill. Chapter three is devoted to practical part .It aims to discuss sampling and data collection method ,and provide the and discussion analysis of the data .

Chapter one

The Speaking skill

Introduction

The chapter discusses the importance of speaking skill in language learning, highlighting its definitions, types, and difficulties. It highlights the role of speaking proficiency in real-life situations, job prospects, and personal growth. Technological advancements and effective teaching approaches, such as Communicative Language Teaching, Task-based Language Teaching, Competency-based Instruction, and Content-based Instruction are discussed.

1.Definition of the Speaking Skill

Speaking is an essential aspect of learning English, as it allows foreign language learners to effectively communicate in real-life situations. To gain a deeper understanding of this concept, various specialists discuss different definitions of speaking.

According to Cameron (2001) speaking skill refers to the active use of language to express meanings in a way that others can understand. Cameron also emphasizes the importance of paying attention to the specific details of language when speaking in a foreign language, as it is crucial for effective communication and sharing understanding. A speaker must choose the most suitable words and use correct grammar to accurately convey meaning. Additionally, the speaker needs to organize their discourse in a way that ensures the listener's comprehension.

Harris (1969) stated that Speaking is a complex skill that requires the simultaneous use of various abilities. These abilities often develop at different rates.

Speaking has been described in a variety of ways as it is the first productive skill that assesses students' communication proficiency. Although there are differences and potential contractions in these definitions, they are all highlight the importance of speech in both teaching and learning. One of the four abilities that language users utilize to communicate verbally and express a range of ideas and opinions is speaking (Nafaa,2023)

Widdowson (1978) indicated that speaking is active or productive and uses oral medium. Therefore, it deserves attention in teaching and learning . It is also related to other skills such as listening.

Brown and Yule (1989), state in their book that speaking is to express the need-request, information, service, etc.

2 .Types of speaking skill

There are six fundamental styles of speaking, according to Brown (2004): imitative, intensive, responsive,interactive,extensive

2.1 Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation. The purpose of listening in this context is to temporarily store a pattern of language, allowing the speaker to retain it long enough to be imitated.

2.2 Intensive

Another type of speaking commonly used in short oral language segments that aim to demonstrate competence in a specific area of grammar, vocabulary, or phonological relationships (such as intonation, stress, rhythm, and juncture). The speaker understands semantic properties to respond appropriately. There is interaction with an interlocutor or test administrator. Examples of intensive assessment tasks include directed response tasks,

reading aloud, completing sentences and dialogues, simple picture-cued tasks, and translating at the sentence level.

2.3 Responsive

Responsive assessment tasks involve interaction and test comprehension, although at a somewhat limited level. These tasks typically focus on very short conversations, standard greetings, small talk, simple requests, comments, and similar topics.

2.4 Interactive

The distinction between responsive and interactive speaking lies in the length and complexity of the interaction. Interactive speaking involves multiple exchanges and/or multiple participants. There are two forms of interaction: transactional language, which aims to exchange specific information, and interpersonal exchanges, which aim to maintain social relationships. In interpersonal exchanges, oral production can become pragmatically complex. This requires the use of casual register, colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

2.5 Extensive (monologue)

Extensive oral production tasks, on the other hand, are characterized by monologues. These tasks include speeches, oral presentations, and storytelling. In these tasks, the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. The language style for extensive tasks is often more formal and deliberative, as planning is involved. However, it is important to note that certain informal monologues, such as casually delivered speeches (for example, sharing experiences about a vacation in the mountains, providing a recipe for outstanding pasta primavera, or recounting the plot of a novel or movie), cannot be excluded .

3.Importance of the Speaking Skill

Speaking is the most significant skill in an EFL/ESL setting, distinguishing human beings from other species , in which the learner have the capacity to express himself clearly and accurately (Laghari and Muhamm ,2023). It is also essential for EFL learners because they can help improve job prospects, create a better future, and enhance communication with friends on social media (Rusdin and Purwatin ,2023).According to Naibaho (2022) Proficiency in speaking English is vital for effective communication, considering its status as a widely spoken language used for international interaction. Speaking is an active skill that enables learners to express and exchange ideas through verbal communication, which is crucial in real-life scenarios. Additionally, it helps reinforce grammatical structures, idioms, and vocabulary, thus enriching the language learning experience. Although mastering speaking skills may pose challenges for English as a Foreign Language (EFL) learners, it remains essential for them to communicate effectively in English, as doing so can open doors to personal and professional growth. Consequently, prioritizing the development of English speaking skills is of utmost importance in English language learning.

Speaking skill is considered the primary and most important means of communication in the process of learning English (Qamili ,2016). It is an essential activity that is naturally inherent to human beings. Speaking is the process of creating and exchanging meaning using both verbal and non-verbal symbols in different situations (Alrajafi et al ,2022). Ameiratrini (2019) ,ensured that effective communication, speaking tasks should include clearly-defined goals and a rationale.

4 .Aspects of speaking skill

4.1 Vocabulary

One of the linguistic factors in which it is a number of words with the role of combining them to make up the language in speaking. Vocabulary is very essential but it is not the first thing to be considered if speaking takes place is a very early stage. Vocabulary is a total number of words, which a make up a language (Brown,2004).

4.2 Grammar

Grammar is the rule in spoken language and written language. Students' must obey these rules of grammar to obtain a good result, the students' can also find the grammar rule in pronunciation, morphology, and syntax. In speaking, the speaker and the listener may not always pay strict attention to grammar. However, the current discussion does not delve into the topic of grammar at this time (Brown,2004).

4.3 Fluency

Refers to the ability to communicate effectively, which includes the speed and ease of speech. It is important to note that fluency does not necessarily mean someone can use the language accurately. Fluency can be determined by certain criteria, such as the ability to speak words fluently with correct pronunciation, a wide vocabulary, and knowledge of grammar rules. Additionally, being able to spell words correctly in various situations can greatly aid in communication, even if the language used is not grammatically perfect. Comprehension is crucial in spoken communication, as both the speaker and listener need to understand each other. In order to have a meaningful conversation, both parties must be able to respond to and initiate speech. However, in this particular research, the researcher will focus on comprehensibility (Brown,2004).

4.4 Pronunciation

Clear pronunciation is crucial for students to speak effectively and be understood. It encompasses the varying sounds and patterns in a language. Pronunciation consists of two main elements: phonemes and supra segmental features. The researcher's conclusion is that pronunciation is the study of producing words clearly while speaking a particular language. Overall, pronunciation plays a vital role in facilitating effective communication (Harris,1969)

5 .EFL students' speaking difficulties

Speaking in English is indeed a challenging skill for many learners(Hanpi et al ,2023). EFL student encounter various difficulties in speaking English in different barriers:

5.1linguistic Barriers

EFL students face linguistic barriers in speaking English, such as pronunciation, grammar, and vocabulary challenges .These barriers manifest as errors in word pronunciation, limited vocabulary, fear of errors, and feelings of shame, all impeding their speaking abilities (Marlia et al , 2023).

5.1Psychological Barriers

EFL students encounter various psychological factors hindering their speaking skills. Psychological barriers include fear of making mistakes, shyness, anxiety, lack of confidence, and low motivation (Putra et al , 2023). these factors often stem from concerns about being judged or laughed at by peers, leading to a lack of willingness to engage in English conversations (Nguyen Thi Thu,2022). Additionally, students may experience nervousness, shame, and a lack of ideas, further impeding their speaking abilities (Jalfah and Megawati ,2023).

5.2 Sociocultural Barriers

EFL students encounter sociocultural challenges in speaking English, as highlighted in various studies. Factors such as family engagement, student's environment, and peer engagement (Putra et al , 2023) contribute to these difficulties. Additionally, the lack of a conducive setting to practice English, fear of errors, and insufficient instructor enthusiasm (Le and Phan,2023). Further exacerbate sociocultural barriers. Efforts to address these challenges include enhancing language exposure, developing appropriate learning strategies, and promoting a positive learning atmosphere (Normawati et al ,2023)

6.Spoken language Characteristics

These characteristics stated by Pawlak (2011) are the most important features of the spoken language :

Speech is delivered through the oral/auditory channel. It is produced by interlocutors talking face to face in a specific context, which affects how speakers present information and the language they use. It is also a dynamic and interactive. Discourse develops through interaction between speakers and between speakers and the context. Furthermore, speaking is typically generated spontaneously, without the opportunity for preplanning or practice. This real-time "online" production is influenced by the limitations of short-term memory.

7.Factors Influencing Speaking Skill

Juhana (2023) highlighted five factors that influence speaking skill wchich are :

7.1Fear of Mistakes

Fear of mistakes is a major factor that causes students to be reluctant to speak English in the classroom. This fear is connected to the issue of correction and negative evaluation, as well as the fear of being laughed at by other students or criticized by the teacher. Consequently, students often choose not to participate in speaking activities. It is crucial for teachers to reassure their students that making mistakes is not a negative thing, as students can learn from them.

7.2 Shyness

Shyness can be a problem for students when they are required to speak in English class. This can affect their learning in speaking activities. Therefore, it is important to address this issue in order to help students improve their speaking performance. Speaking in front of others is a common phobia for students, and feeling shy can cause their mind to go blank or make them forget what to say. This research also supports the idea that many students struggle to perform well in speaking due to their shyness. In other words, shyness plays a significant role in students' speaking performance.

7.3 Anxiety

Anxiety is a significant factor in learning a foreign language. It can hinder effective language learning and impact students' performance. Anxiety about speaking a certain language can affect the quality of oral language production and make individuals appear less fluent. Teachers should strive to create a comfortable learning atmosphere for students.

7.4 lack of Self Confident

It is commonly understood that students lack confidence when their conversation partners do not understand them or when they do not understand other speakers. In these situations, they prefer to remain silent, which indicates their lack of confidence in communicating. Students who lack confidence in themselves and their English often experience communication apprehension. Therefore, it is important for teachers to focus on building students' confidence. To achieve this, teachers should learn from both theories and practical experience on how to build students' confidence.

5.1 lack of Motivation

Motivation is crucial for students to achieve success in their learning. When it comes to motivation in learning, it is important to recognize its impact on students' reluctance to speak in English. Motivation plays a significant role in determining learners' willingness to communicate. Additionally, motivation is seen as an internal driving force. Regardless of the type of motivation students have, it will increase their enthusiasm for studying. Numerous studies have shown that students with strong motivation to succeed can persevere in their learning journey and achieve higher scores compared to those with weaker motivation. This highlights the importance for every teacher to prioritize the development of students' motivation to learn .

8.Role of Technology in Speaking Skill Development

In the past few years, there has been a rapid advancement in technologies that blur the lines between spoken and written communication. These technologies encompass text-to-speech software, speech recognition, robotics, mobile computing, and telephony. The goal is to enable users to interact with computers in a manner similar to human-to-human communication, enabling machines to comprehend and carry out instructions. The

primary uses of human-machine speech are found in automated call centers, internet searching, and assisting individuals with physical disabilities. While the education sector has been relatively slow to adopt these technologies, mobile phone providers began offering English lessons through their devices in the early 2000s (Hughes,2011)

Technology plays a crucial role in the development of speaking skills in language learners. Various studies emphasize the significance of utilizing technological tools such as videos, audio-video programs, speech recognition software, and virtual assistants to enhance pronunciation and oral communication (Ergasheva et all,2022) . These tools not only provide scaffolding for learning activities but also create an interactive and engaging environment for students to practice speaking English fluently and accurately (Urun,2016).

Technology plays a crucial role in assisting teachers in developing students' speaking skills(Trinh and Phi Ho,2022). Technological tools such as PowerPoint, YouTube, Speech Recognition Software, and films have been shown to significantly enhance oral communication skills in English as a Foreign Language (EFL) learners (Elyani et al ,2022). Additionally, digital storytelling has been found to be more effective in enhancing students' speaking abilities compared to traditional methods like picture-cued storytelling (Ergasheva et all,2022). Teachers Integrat video as a teaching medium has also proven effective in enhancing students' speaking performance and fostering a positive attitude towards learning in EFL classes (Farikhah and Rizal,2023) .

Teachers utilize online video games as a teaching medium for EFL students to enhance vocabulary acquisition, engagement, and language skills. Gamification is an educational method that boosts learner motivation and engagement by integrating game mechanics, aesthetics, and reasoning. It brings people together, inspires action, and resolves problems. Online gamified learning platforms keep track of learners' participation and offer e-

moderators tools to supervise their progress. Gamification promotes active involvement beyond academic subjects, is cost-effective, and makes learning content more appealing and enjoyable (Szarmilaa et al ,2021).

Bennacer (2021) find that EFL learners use online video games unconsciously to practice English outside the classroom, leading to improvements in speaking skill,and Playing digital video games is considered one of the strategies EFL learners use to practice language and communicate with other English speakers outside class.

9.Classroom Communicative Activities

Communication games play a crucial role in enhancing students' speaking abilities efficiently (Obando Mejía et al ,2023). They aim to enhance students' participation and engagement through various interactive methods.The common communicative activities to develop learners oral production are (Güneri and Korkmaz , 2023):

9.1Descussion

Discussions can take various forms, from formal, large-group settings to informal, small-group conversations.

9.1.1 Buzz groups

Students can use these tools for various discussions, such as predicting reading text content, discussing news broadcast content, or discussing music for weddings or parties.

9.1.2 Instant comment

Using pictures or presenting subjects and asking students to offer their opinions, including "instant comment" mini-activities into classes to help students learn how to answer quickly and eloquently.

9.1.3 Formal debates

Students develop arguments for and against several propositions in preparation for a formal debate. The audience offers its own ideas as the speakers provide well-rehearsed arguments. For their arguments to be effective, students need time to prepare them, usually in groups. Instructors can assign webquests, split up the class into groups, and give links to other online resources. Students who prepare presentations in groups feel more prepared. The "balloon debate" is another well-liked debating activity in which students pretend to be a real person in a hot-air balloon that is leaking. They argue over who should jump first, and the last one standing is the one to survive.

9.2 Prepared talks

Prepared talks are formal presentations in which students share information on a selected topic. It is important to note that these talks should be delivered using notes rather than a scripted speech. In order to maximize the benefits of oral presentations, it is crucial to allocate sufficient time for preparation, practice the talk beforehand, and establish clear criteria for providing feedback. Additionally, assigning tasks to other students during the presentation can encourage active listening and speaking. It is also beneficial to analyze the performance afterwards and consider repeating the presentation in a different setting to further enhance it. By following this approach, students can effectively evaluate their own performance and make improvements accordingly (Harmer ,2015)

9.3 Simulation and role-play

Role plays are activities where students take on assigned roles and engage in improvised scenes or exchanges using provided information or clues . Simulated situation tasks are similar to role-plays because they require participants to act out a

communication situation that is not real (Richards,2006). Simulation and role-play are beneficial for students as they simulate real-life situations, such as business meetings or interviews, allowing them to express thoughts and feelings. These activities help develop oral fluency and prepare students for specific situations, particularly in English for specific purposes (ESP) courses. However, students need clear understanding of the situation and sufficient background information to participate effectively. For complex simulations, time should be spent creating the environment or procedures. Simulations and role-playing activities can also help students make decisions (Harmer ,2015).

9.4 Brainstorming

Brainstorming activities in the classroom play a crucial role in enhancing students' semantic associations and oral expression (GONZAGA, 2023). This activitie allow students to freely express their ideas without fear of criticism, leading to improved semantic associations and better communication skills. Communicative activities, including brainstorming, are essential for developing students' speaking skills by providing real-life language use opportunities (Galvez, 2018).

10. Approach to improve speaking skill

To enhance speaking skills in language learning, Teachers can implement a variety of effective strategies derived from different language teaching approaches. To began with , The Communicative Language Teaching (CLT) approach offers various beneficial strategies for language learning classrooms, including pairing, debates, group discussions, filling in gaps, dramatization (ZIMBA & TIBATEGEZA, 2021). CLT emphasizes real communication as both the objective and means of language learning, focusing on real-life situations to enhance students' communication competence (Dos Santos, 2020). Additionally, CLT encourages the use of communication strategies (CS) to overcome oral communication challenges, with

candidates in real job interviews employing fillers and self-repetitions as common CS (Bușu, 2023) . Second, Task-based instruction (TBI) is a teaching method that uses educational activities to create dynamic classroom procedures, aiming to improve students' grammar and conversational skills (Richards, 2006) . Task-Based Language Teaching (TBLT) employs various strategies to enhance language learning. These strategies include setting up task-based activities with social situations to promote meaningful discussions among students, utilizing group work to create an interactive and engaging classroom environment, focusing on real-world tasks to develop purpose-driven communicative language skill, and moving learners from abstract learning to real contexts through problem-solving situations and games. TBLT emphasizes the shift from a teacher-centered approach to a guide and feedback provider role, allowing learners to become less reliant on the teacher and more actively engaged in the language acquisition process. Additionally, TBLT emphasizes the importance of task design complexity, mode, preparation, interaction, and repetition in influencing second language outcomes, ultimately transforming classrooms and institutions (Annam, 2022) . Third ,content – based instruction also incorporates various strategies to enhance speaking skills. Ismiatun (2018) showed that the implementation of Strategy-Based Instruction (SBI) significantly improves students' speaking abilities. Additionally, the use of communication strategies (CSs) in CBI has been found to positively impact students' oral production, leading to increased speaking proficiency (Mahsar, 2021). Furthermore, scaffolding plays a crucial role in CBI, providing support to learners and helping them progress from their current abilities to higher levels of speaking competence (Zargaryan & Arakelyan, 2019).

Conclusion

The chapter discusses the importance of speaking skills in language learning, especially English as a Foreign Language (EFL). It acknowledges the challenges faced by EFL learners

and explores various factors that influence their speaking ability. The chapter also details different approaches for teachers to improve their students' speaking skills. In conclusion, the chapter emphasizes the significance of creating a communicative environment where students can practice speaking English in real-life situations. This can be achieved through various methods such as Communicative Language Teaching (CLT), Task-based language teaching (TBLT), Competency-based Instruction (CBLT), and Content-based Instruction (CBI).

Chapter two

Online video Games

Intoduction

Since the advent of the internet, online video games have emerged as both entertainment and educational tools. These games offer additional features not found in traditional video games, such as a chat space that allows players to communicate with each other during gameplay. To facilitate communication among players from around the world, it is necessary to adopt English as a lingua franca. This chapter is dedicated to clarifying and defining the key concepts and terms relevant to our field of study.

1.Definition of Online Video Games

Online games are defined as video games played partly or mainly over the Internet or other available computers. These games include many genres, including first-person shooters, action games, and massively multiplayer online role-playing games (MMORPG) (Crawford et al , 2011).

There are many computer games that can be played on the Internet. Simple games from small groups of 2-16 players to massive MMORPGs played by millions of players simultaneously. Unlike traditional games, MMORPGs have no beginning or end and offer an ever-evolving world where players come and go. Currently, PC is the platform of choice due to its extensive networking capabilities, and these games often lean towards the fantasy/sci-fi genre that appeals to "heavy" gamers. However, this trend changed as web connectivity became available on new personal computers, game consoles, and even mobile devices, attracting audiences with diverse interests (Beinisch et al , 2005).

2.Terms Used in Online Video Games

2.1 Avatar

An avatar in online video games is a visual representation of a character that users use to navigate and interact in the virtual world. They are highly customizable and controlled by the players themselves. Avatar is a way for players to create themselves in the real world within the game world, allowing them to find and complete objectives in the game. Research shows that avatars can form relationships with players, and avatars can influence or influence behavior and attitudes. This phenomenon, in which the characteristics of the avatar can change the behavior and thoughts of the individual, is called the Proteus Effect. The avatar can be an ideal or real representation of the player's personality, depending on their self-esteem. The design of the avatar, including its physical beauty and functional capabilities, can improve avatar recognition and player loyalty (Szolin et al., 2023).

2.2 Pvp

In online video games, the concept of PvP (known as player versus player) is an important aspect of competitive gaming. It usually involves head-to-head competition between players in combat or other challenging missions. PvP can be achieved using different technologies, such as peer-to-peer (P2P) communication, which has been studied as a way to create a collaborative combination of activities (Hughes et al., 2005).

2.3 Quest

Quests in online video games refer to technology frequently used to engage players and advance game narratives. There are various missions or challenges that the

player must complete to succeed in the game. Work can be created in different ways, such as centralized working or flexible workplace. In the goal-oriented paradigm, the goal is viewed as a series of activities that must be completed, while the transformation-centered paradigm focuses on changes in players' behavior. Activities can be completed using a variety of tools and can be used to develop students' reading and problem-solving skills. It will also involve players interacting, taking roles, creating interactive content (Harris and Nicholas, 2023).

3. A History of Online Video Games:

(Crawford, 2011) gave a brief history about online video games

3.1 Early Seeds Text-Based Adventures and BBS Communities (1970s-1980s)

The origins of online gaming can be traced back to the 1970s with the emergence of text adventure games and multiplayer dungeons (MUDs). These games rely on narrative and the player's imagination to create an immersive world where players can interact with each other by typing. Communities are built around bulletin board games (BBS) where players can share information, discuss ideas, and build relationships. This period laid the foundation for online communication and community building, which would later become the main focus of online gaming.

3.2 The Rise of Graphical Games and Dedicated Servers (1980s-1990s)

A major change occurred in the 1980s and 1990s with the introduction of graphical user interfaces (GUIs) and advanced servers. This led to the development of video games such as "Doom" (1993) and "Quake" (1996) that

provided better vision and dialogue. Dedicated servers allow players to connect to a central location, facilitating greater online discussion and growing the competitive community.

3.3 The Birth of Massively Multiplayer Online Games (MMOs) (1990s-2000s)

The late 1990s and early 2000s saw the rise of massively multiplayer online games (MMOs) such as EverQuest (1999) and World of Warcraft (2004). These games provide a continuous virtual world where thousands of players can interact simultaneously, form guilds, participate in social activities, and work cooperatively. MMOs have had a major impact on online gaming, demonstrating their ability to create large, dynamic communities and encourage long-term participation .

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4 .Online Video Games Types

There are many types of video games available on the Internet to suit different tastes and gaming styles. Each game type offers a unique gaming experience that attracts players looking for excitement, challenge and companionship.

4.1 Online Multiplayer Games (MMOG)

Online Multiplayer Games (MMOG) is a virtual environment where many players interact simultaneously (Aranda,2012). MMORPG is a subgenre of MMOG that gives players the opportunity to participate in various activities and create a social life within the game (Lin, 2015). MMOGs' relationships have been compared to real-world interactions, which have both positive and negative effects on player health (Barnett, 2010).

4.2 First-Person Shooter

A first-person shooter (FPS) game is a special type of video game that uses a gun as a projectile to simulate an attack. In these games, players are sent to opposing teams and presented with starting weapons and full health at their team's headquarters. Players can also interact with a variety of weapons throughout the game. It is a special type of video game that simulates combat with weapons based on projectiles. Players are sent to the competition team and, in principle, form the team's starting weapon and overall health (Makarov, 2017). This type of video game is a very popular computer game that involves discussion, interaction and collaboration in a 3D virtual environment (Berhaut et al., 2011).

4.3 Real-Time Strategy Games

In computer games, real-time strategy (RTS) is a type of war that simulates combat in real time. In RTS games, players build bases and units to destroy opponents controlled by human players or artificial intelligence (AI). Each unit has advantages and disadvantages. To play an RTS game well, players need to use available units (Schadd et al., 2007).

4.4 Massively Multiplayer Online Battle Arena (MOBA)

Massively Multiplayer Online Battle Arena (MOBA) games are currently available as single games It is accepted. One of the most popular and profitable games in the industry. Games in this genre feature fast-paced team-based combat mechanics. Each player controls a unique character with unique powers and abilities that they can use to attack opponents or provide support to their own teammates. The general goal of most MOBA games is to eliminate the opposing team's base structure. The efforts of both groups are supported by intelligence management skills that increase the composition of the enemy group (Zachirisson A. and Karancsi A H. 2023).

4.5 Battle Royale Games

Battle Royale Games such as Fortress Heroes and Player Unknown's Battlegrounds are popular among gamers worldwide ; it is popular. This game type is often compared to war game and has become the best-selling game in the gaming industry (Danley, 2020).

5. Genres of Online Video Games

5.1 Action Games

Action games are a genre of video games that feature fast-paced, dynamic gameplay, filled with physical challenges, combat ,action ,and high speed (Ding, 2022).

5 .2 Adventure Games

Adventure Game has the opportunity to explore and solve challenges, which makes them more interesting. To be successful in these games, players must have important skills such as creativity, imagination and curiosity. For example, games such as The Legend of Zelda and God of War are the best examples of adventure games that require these skills (Fritts, 2020).

5.3 Action-Adventure Genre

Action-adventure genre includes fast-adventure genres. fast-paced action. It contains action, deep narrative, exploration and puzzle elements. It combines action sequences, interactive story and challenging challenges for a rich and rewarding game. The genre gained popularity by combining exciting gameplay with challenge and imagination. It has evolved to include a stronger story and development process, transforming traditional games into more narrative-driven experiences known as adventure games.(Fritts, 2020).

5.4 Role-playing games (RPG)

Role-playing games (RPG)) is a genre of video game based on the role-playing show "Dungeons and Dragons" and played with pen and paper. In role-playing games, players take on the role of a character and control a character or small group

in a fictional setting. Players often create connections with their characters, especially when there is a character (called an avatar). Characters increase and improve by gaining experience through battles and challenges, allowing them to improve their skills and abilities. Role-playing games are known for their interactive stories, often globally themed, and can be set in fantasy realms, science fiction settings, or even the real world. These games provide experiences that allow players to navigate complex narratives, develop their characters, and take actions that affect the outcome of the world (Fritts, 2020).

5.5 Simulation Genre

The simulation genre in video games involves creating virtual experiences that mimic real-world events or activities. Players participate in these games so players use their understanding of these rules to make decisions in the game. Playing a simulation game can be real-time or turn-based, allowing players to explore and interact with simulated environments that mirror reality. The simulation genre in video games involves creating virtual experiences that mimic real-world events or activities. In these games, players are asked to use these rules when making decisions in the game. Gameplay in simulation games can be real-time or turn-based, allowing players to explore and interact with simulated environments that reflect reality (Fritts, 2020).

5.6 Strategy Games

Strategy Games is a video game inspired by the following games : Classic games like Chess and Risk. These games require players to manage limited resources to achieve certain goals. Strategy games often involve resource management (players create structures and units) and resource decisions (players create strategies to use resources effectively). Strategy games focus on the military and involve competitive

gameplay and combat where players must choose strategies to attack their opponents and achieve victory (Fritts, 2020).

5.7 Casual Games

Casual games are a type of video game that has a short playing time and focuses on providing psychological information. These games are usually played on web browsers and mobile phones, making them quite easy and accessible. It includes puzzle games, casino games, card games, word games and table games and appeals to a wide audience looking for entertainment that is easy to learn and play and does not require special skills (Fritts, 2020).

5.8 Role-Playing Games

Role-playing games (RPG) are a type of video game in which players play roles in a fictional environment (NAGAISHI, 2023). These games often include stories and performances that make players feel like they are part of the game (Saraswati et al., 2022).

6 .Where to Play Games

6.1 Handheld Game Consoles

Handheld game consoles are specialized gaming devices designed specifically for playing video games. Some popular examples include Nintendo Switch, Nintendo 3DS, and PlayStation Vita, which offer many online games (Kirriemuir, 2002).

6.2 Mobile Application Games

Mobile game applications refer to software applications designed and developed for mobile devices such as smartphones and tablets, allowing users to play games on their devices (Buzulukova and Kobes, 2020).

6.3 Web Games

Web games are online multiplayer games that provide fun and intellectually challenging entertainment by combining tasks related to the creation, expansion and modification of knowledge structure (Siorpaes and Hepp, 2008).

6.4 Computer Games

Computer games have transformed the Internet into an online business world with the influence of broadband usage (Curran et al., 2005). These games use the Internet to help players communicate in a virtual environment. These games are mostly MMORPGs with their own virtual world gaming culture (Lin and TSAI SUN, 2015).

6.5 Augmented Reality

Augmented Reality AR is a set of technologies and devices that enhance and enhance human perception, bridging the gap between reality and virtual space, and exploiting many uses (Manuri, 2019).

6.6 Virtual Reality

Virtual Reality (VR) is a technology that creates a simulated environment that may be similar or completely different from the real world and allows users to experience vision, sound, touch, etc. It is a technology that allows them to experience their senses. Interact and experience this virtual environment (Mao et al., 2023).

7. Benefits of Playing Video Games

Playing video games has several benefits across various domains, including cognitive, motivational, emotional, and social aspects. These benefits can be summarized as follows:

7.1 Cognitive Benefits

Playing video games offers a range of cognitive benefits, including improvements in attention, visual attention, short-term memory, reaction times, and working memory. Engaging in video games leading to increased focus, quicker reflexes, and better storage of information. These cognitive enhancements can have a positive impact on various aspects of daily life, such as improved multitasking abilities, decision-making skills, and overall cognitive performance.

7.2 Social Benefits

Video games offer a range of social benefits, particularly in the genre of multiplayer games. These games encourage teamwork and collaboration, as players need to communicate, strategize, and work together to achieve common goals. This fosters the development of social skills and relationships, as players engage in cooperative activities and form connections with others who share their interests. Furthermore, video games can promote prosocial behavior, as players participate in activities that benefit others or the game world as a whole. These social interactions and experiences provide opportunities for imaginative play and the formation of meaningful connections, contributing to a sense of community among players.

7.3 Emotional Benefits

Video games can also provide emotional benefits, such as improved mood management and enhanced creativity, focus, and visual memory. It provide a safe and secure setting for players to explore various emotional experiences and participate in imaginative play, making them an effective stress and anxiety reliever . This can lead to better mood regulation and emotional well-being. Additionally, a certain types of video games can enhance creativity, focus, and visual memory, as players navigate complex environments, solve puzzles, and engage in visually stimulating tasks. These

emotional and cognitive benefits can contribute to overall personal growth and development (Granic et al , 2014).

8. Relationships and Communication in Online Games

In recent years, the popularity of online games that provide people with social correctness and communication has increased. As online gaming communities continue to expand, it is important to examine how these virtual environments affect human development, such as language skills. Online gaming provides a unique opportunity for individuals to engage in social interaction and build relationships with others (wan and Emily 2023). Multiplayer games foster virtual communities and foster friendships by encouraging communication and collaboration between players (Taylor, 2023). The social interaction that occurs in online games can lead to positive outcomes in many areas of a person's life by supporting a sense of belonging and belonging (Arnold stein and Hortobagyi 2022). Additionally, online games help improve communication skills by allowing players to communicate and collaborate with others. Additionally, online games improve language skills by encouraging communication and collaboration between players (Zakaria et al., 2022)

Studies have found that participating in online games can improve communication skills such as speaking effectively and understanding different cultures. (Darvenkumar and Rajasekaran, 2023). It enables people to cross geographical boundaries, interact and communicate, regardless of their cultural or historical differences (Zhu, 2023). Players are exposed to different languages and cultures, which can greatly affect their speaking abilities (Bender and Erle, 2023).

8. 1 Types of Communication in Online Games

8.1.1Text chat

Online chat refers to features or functions in online games that allow players to communicate in real time by typing messages.

Allows players to exchange information, manage strategies and participate in social interactions within the game. Chat messages can be used for many purposes, such as building teams, discussing games, forming partnerships, or simply chatting with other players. It is a form of online multiplayer communication where players from all over the world can communicate, chat and collaborate. Online communication can be done via in-game chat, allowing players to send messages to specific individuals or large groups such as guilds or parties. Promotes a sense of community and improves the overall gaming experience by providing a way for players to connect and communicate with each other (Dalmoro et al., 2022).

8.1.2 Voice Chat

Voice chat in online games refers to a function that allows players to communicate by sending voice in real time. It encourages social interaction and collaboration by allowing players to communicate verbally during gameplay, one-on-one or in groups. Voice chat can be used for many purposes, including feedback, teamwork, giving advice, or simply chatting with other players. This feature allows players to communicate effectively and efficiently, especially in multiplayer games that require cooperation and coordination, providing a more interactive and interactive gaming experience (Arbeau et al., 2020).

8.1.3 Expression

Online video games refer to a form of communication in which players express their thoughts or actions through a character animation or gestures. Emoticons can be used to express a variety of emotions such as happiness, sadness, anger or happiness,

allowing players to chat and communicate non-verbally. These animations or gestures are usually commands that the player can make to perform a specific action, such as waving, dancing, or performing a specific action. Emotions act as a form of social interaction and expression in the game, allowing players to communicate and interact with each other in a meaningful and meaningful way. The use of emoticons can improve the overall gaming experience and foster a sense of community and camaraderie among players (Spyridonis et al., 2018).

8.1.4 Ping System

The ping system in online video games refers to communication that allows players to send messages to their friends without using communication.

Pings are alerts that players can easily open and provide helpful visual feedback to indicate specific messages. The purpose of the ping system is to increase cooperation and cooperation between teams in competitive games, helping them give instant feedback and make decisions. Ping can be used to reveal enemy locations, indicate targets, request assistance, or provide other useful information to allies. The amount of ping players use will vary depending on the game and their role in it (Leavitt et al., 2016).

9. Motivation of Playing Online Games

The motivation of online players is social and competitive, as well as their preferences for different games. It is related to the type, motivation and gameplay of competition in Multiplayer Online Battle Arena (MOBA) games (Bony and Castaneda, 2022). Online gamblers have many motivations and preferences when it comes to socializing. Some players emphasize teamwork and relationships, while others value competition and games (Lun Chang, 2021). The online nature of the game provides an experience that allows players to

practice their language skills in a non-judgmental environment, thus increasing confidence in communicating in English (Nurpalah, 2022). Additionally, the repetition of the game and the content of the game help players learn English and sentences without feeling like they are practicing (Peak, Reynolds 2020). Gamification elements such as content and performance indicators also help increase motivation and participation in language learning (Baur et al., 2015).

10 .Online Gaming Culture

The emergence of virtual communities and increased Internet use have created new spaces where people can engage in other activities.Virtual community gives people the opportunity to make new friends. However, society's acceptance of the unknown can have an impact on culture. Research conducted in the Republic of Serbia has shown that the use of others' culture in the virtual community leads to better relationships with the local community and cultural practices in society. This suggests that virtual communication can influence culture by repositioning or changing local culture. In general, the virtual community can influence culture by introducing new culture and the ability to engage with local culture and outcomes (Baltezarevic et al., 2019).

11 .Advantages of Online Video Games

Online gaming platforms provide significant benefits ,first by encouraging social interaction and entertainment for players around the world. These platforms provide a way for people to connect, communicate and interact with others across borders (Steinkuehler,2023) . Additionally, frequent engagement in online video games has been associated with the enhancement of memory power and concentration in children. Furthermore, video games are recognized for their potential to promote relaxation and alleviate stress, making them a valuable resource for individuals struggling with anxiety and depression (Scott, 2020). Lastly,

video games play a crucial role in fostering teamwork and building self-assurance. Multiplayer games, in particular, allow children to assume diverse roles, thereby facilitating their development of leadership and collaboration skills necessary for achieving collective success (Keith et al., 2018).

12 .Drawbacks of Online Video Games

Online video games have been associated with a range of negative consequences, including social isolation, increased aggression, and negative academic and occupational outcomes (Sublette &Mullan ,2012). Online games have the potential to create addiction in players. When this occurs, children may go to great lengths to continue playing. They may do whatever it takes to earn money to cover the costs of internet cafes or purchase game vouchers. Additionally, children who are addicted to gaming often isolate themselves from social activities and become fully engrossed in the virtual world (Al Fuad & Helminsyah,2017) . The impact of addiction to video games or internet-based games is substantial. Individuals who are addicted to online games often face physical health problems. Sleep disorders, fatigue, stiffness in the neck and muscles, and even Carpal Tunnel Syndrome are commonly observed among online game addicts. Additionally, their sedentary lifestyle and prioritization of gaming over other activities, such as eating, can lead to dehydration, weight fluctuations, and a higher risk of non-communicable diseases like heart disease(Guerada,2020) .(Munawir, 2019) suggested that children exposed to abusive or inappropriate language. This exposure can lead to a deterioration in their own language behavior. Ayenigbara (2017) hgilights that video gaming has negative consequences on mental health, including visual, musculoskeletal problems, obesity, and epileptic seizures.

13 .Algerian Games

According to Research and Markets. com's analysis, the popularity of mobile games is increasing in Algeria, one of the most remote regions of Africa. The North African telecommunications industry generates approximately $90 billion in annual revenue and has more than 290 million mobile phone subscribers. The report, which provides detailed information about Algerian players, states that 74% of Algerian adults play video games and spend an average of nearly 3.5 hours a day. They love genres such as racing, sports, racing, sports and adventure. Also, Algerian players love technology, food and music. They often do a lot of work while watching TV: checking emails, sending to friends, accessing ads, and playing online games, especially on Facebook or on mobile devices. Additionally, research by AdColony showed that gaming in Algeria has become a third place where users can connect and create online communities on their own terms. The survey also shows that 84% of Algerian Internet users play online video games at least once per device (Jean, 2020).

Conclusion

In conclusion, this chapter has provided an extensive overview of online video games, encompassing their definitions, historical evolution, various genres, platforms for gameplay, theoretical frameworks exploring cognitive and social benefits, communication methods within gaming, motivational aspects, cultural implications, as well as advantages and drawbacks. To be clear, online video games are designed to do many things that not only provide entertainment but also provide opportunities for cognitive, social and social development, cultural exchange. While positive impacts such as knowledge acquisition, social development and international relations are important, it is important that consequences, including addiction, isolation and health, are well recognized and addressed. Going forward, continued research is needed to understand the complexity of

online games and develop strategies that will increase their benefits while minimizing their negative impacts, ensuring equality and a shared responsibility in society.

Chapter Three

Analysis and Discussion of

the Result

Introduction

The research at hand investigates the students' perceptions about the impact of online video games on EFL speaking skill. Thus, this chapter is devoted to the practical side of the research. It aims to gather relevant data about students' views and attitudes through the use of one questionnaires as data gathering tools. So, it analyzes , and discusses the findings of the research . Besides, the chapter ends by discussing the results ,and interpreting them .

1 .Research Methodology

The research includes a practical section, which is detailed in the third chapter. This section focuses on the research methodology discussed in both previous chapters and is dedicated to data analysis and discussion.

In view of the nature of the study which concerns with the effect of playing online video games on EFL students'speaking skill; we adopt the quantitative approach within a descriptive research method in terms of a survey , whose purpose is looking for EFL students' perceptions .The data were gathered and analyzed quantitevely by distributing a questionnaire to EFL students at Mohamed Khaider Biskra .

1.1 Research Tools

To gather the necessary data, a semi – structured questionnaire was designed and administered to EFL student at the university of Mhammed KHaidar Biskra .

2.Population and Sampling

The questionnaire was addressed to all levels from first year licence to master two students . The sample is a non-random convenience sampling and is composed of 34 students

. The use of non-random sampling allowed for the selection of participants who were most likely to have experience with online video games.

3.Validity of Instruments

Before the students' questionnaire was actually administered, it was given to the supervisor and a few English department professors for comments and validaty regarding the items in the questionnaire. Three teachers validated the questionnaire .Finally, the supervisor offered some insightful observations and comments for better outcomes.

4.Description of the Questionnaire

The questionnaire is a set of research questions designed to obtain specific answers. In the case of the present research, a semi-structred questionnaire was designed for EFL learners at Mohammed KHaidar Biskra , all levels are concerned for having valuable data The questionnaire is composed of an introduction that gives students an idea about the topic and 20 questions divided into three parts:

Section One

consists of two questions that collect general information about the students' background. The purpose of the first question was to identify the participants' age, while the second question was dedicated to determining the participants' gender.

Section Two

section two explores various aspects of participants' engagement with online video games . It delves into the frequency of playing online video games, the duration of gaming sessions, preferred game genres, use of voice chat, language of communication, confidence in speaking

English while gaming, motivation to practice English speaking, and the influence of gaming on motivation to improve speaking skill.

Section Three

The questionnaire section on the impact of online gaming on speaking skill explores participants' perceptions of how playing online video games has influenced their English speaking abilities. It asks about improvements in speaking skills, vocabulary enhancement, ease of verbal expression, changes in speaking fluency, and general opinions about how playing video games online might improve speeking skill .Participants are also asked to justify their responses and explain how the interactive nature of online gaming contributes to improving speaking skill compared to traditional language learning methods.

5. Administration of the Questionnaire

The final version of the questionnaire was created using Google Forms, and on April 24, 2024, it was sent online via massenger to each player individually.When students are done answering and select the "Send" option, the results will be sent immediately to their Google Forms personal account.

6.Analysis of the Students' Questionnaire

Section One General Information

Item 1: Age

Options	Frequencies	Percentage%
18	1	2,9
19	2	5,9
20	2	5,9
21	5	14,7
22	8	23,5
23	7	20.6
24	4	11,8
25	3	8.8
26	1	2,9
28	1	2,9
Total	**34**	**100**

Table 1: student's age
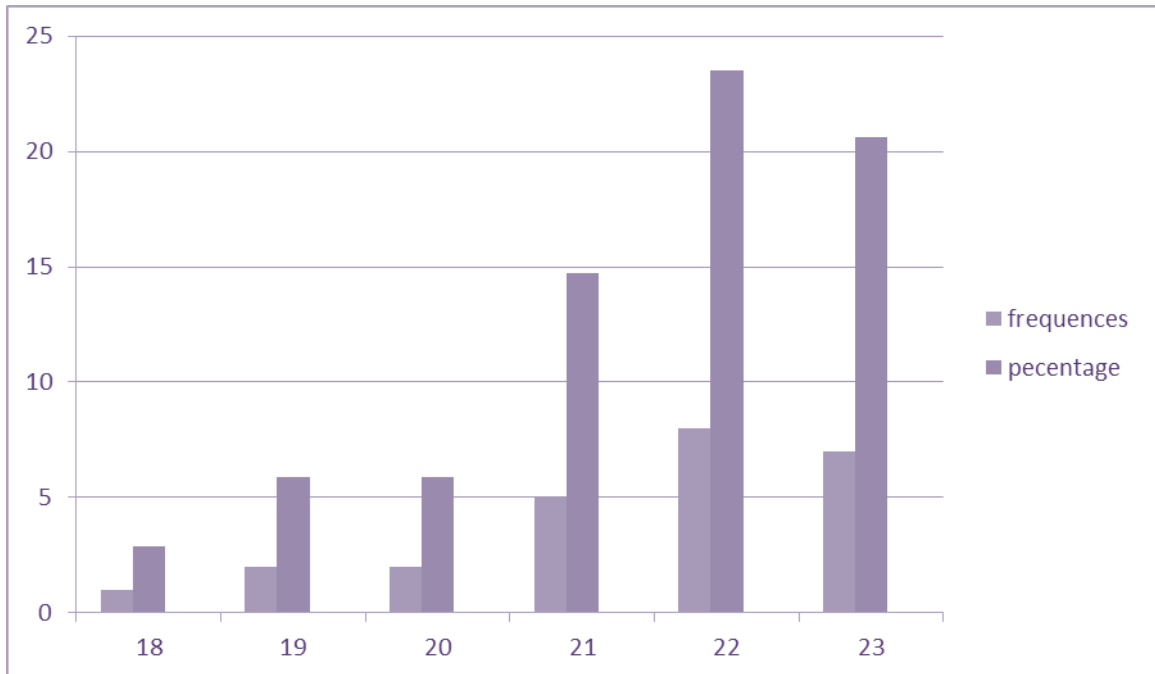
Figure1: student's age

This table shows the age distribution of students. The majority of students are young adults, with most falling into the 21-23 age range. Specifically, 23.5% of students are 22 years old, followed by 20.6% who are 23 years old. The 21-year-old age group makes up 14.7% of the student population, indicating a significant number of students in their early to mid-twenties. In contrast, the remaining age groups (18, 19, 20, 24, 25, 26, and 28) have smaller percentages, each representing less than 12% of the total student population.

Item 2 :Gender

Gender	Frequencies	Percentage %
Male	17	50
Female	17	50
Total	**34**	**100**

Table 2 :students' Gender
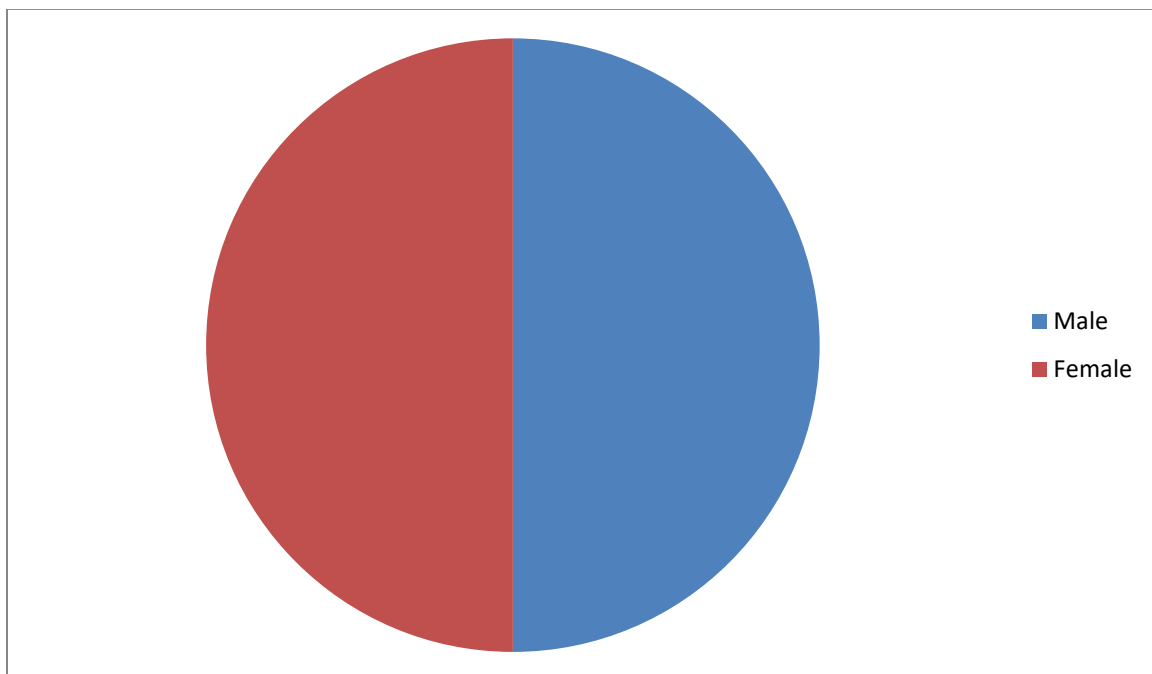
Figure 3: students' Gender

The results demonstrates an equal representation of males and females within the student population. With 50% of students identifying as male and an equal 50% identifying as female, there is a balanced gender ratio among the total of 34 students surveyed. The equal distribution of males and females students indicates harmony where both genders are equal and can equally participate in academic and extracurricular activities.

Section two : Online Gaming Habits

Item 3: How often do you play online video games?

Time	Frequencies	Percentage %
1-3 times a week	12	35.3
3-5 times a week	10	29.4
6 or more times a week	12	35.3
Total	**34**	**100**

Table3: Frequency of Online Video Game Playing
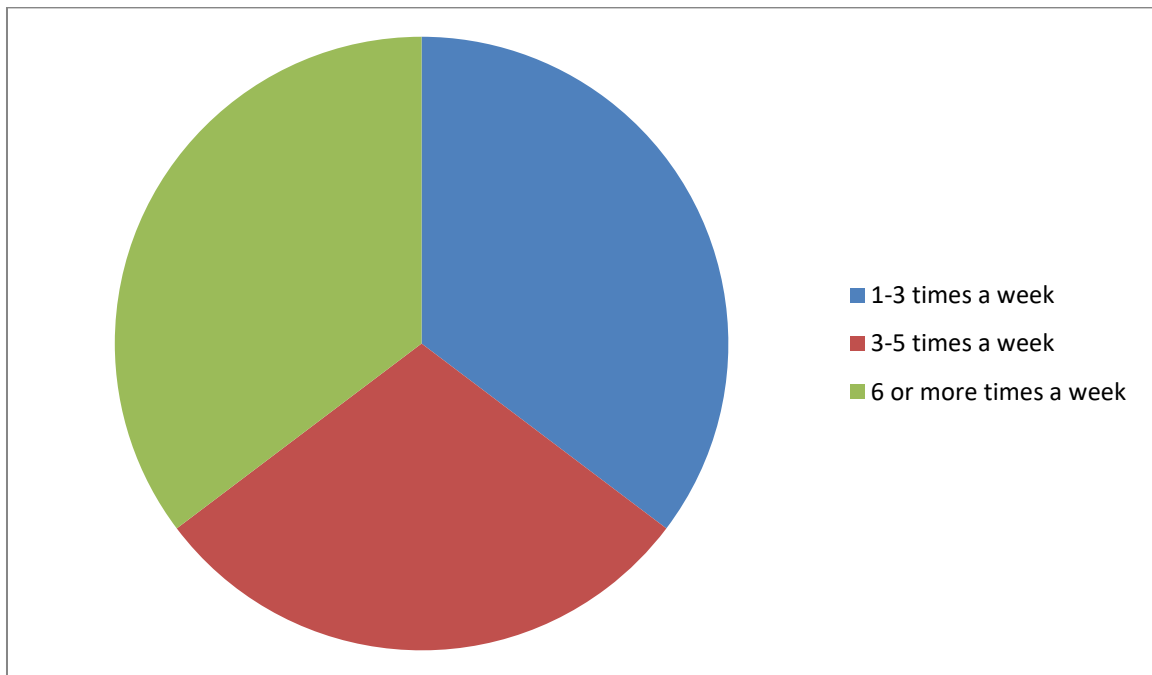
Figure 3: Frequency of Online Video Game Playing

Table 3 shows that the majority of respondents (35.3%) reported playing online video games 1-3 times a week, indicating a moderate level of engagement. A similar percentage (35.3%) play 6 or more times a week, suggesting that a significant number of gamers are highly active in their online gaming activities. The remaining 29.4% fall into the middle category of playing between 3-5 times a week. According to these results, most of the respondents are regular players of online games and are typically devoted to the medium.

Item 4: how many years have you been playing online video games

Year	Frequencies	Percentage%
Less than one year	7	20.6
From one to five years	7	20.6
More than five	20	58.8
Total	**34**	**100**

Table 4:Years of Online Gaming Experience
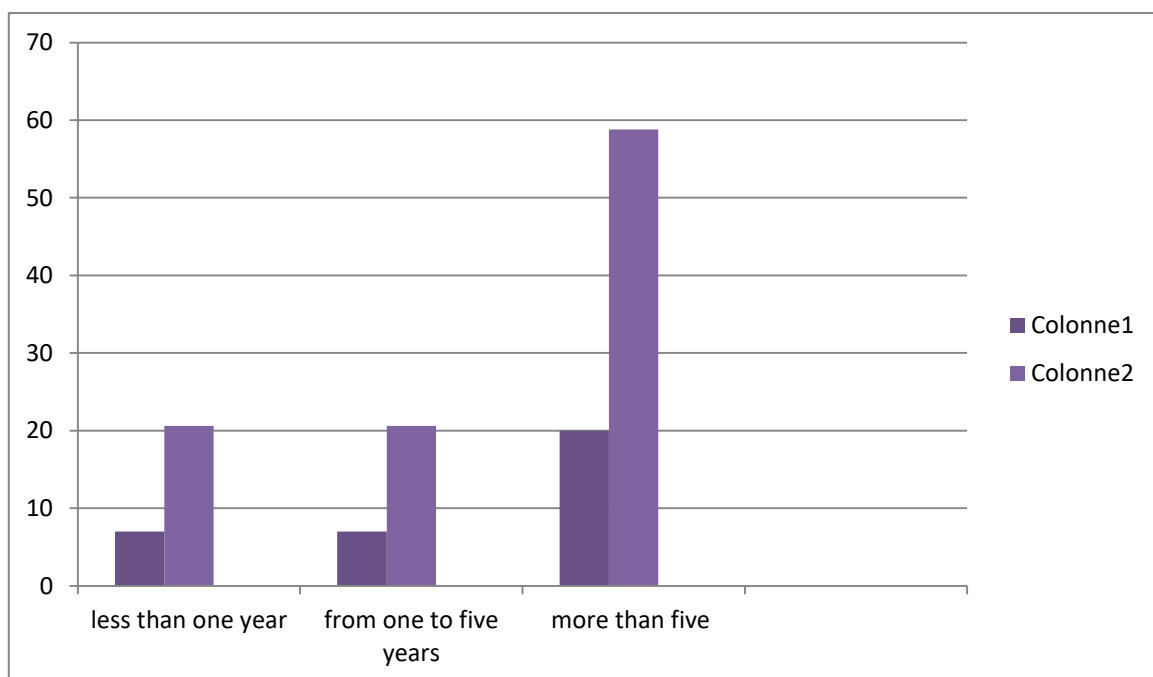
Figure 4: Years of Online Gaming Experience

The table provides valuable insights into the habits of online gamers. The data reveals a wide range of experience levels, with 20.6% of respondents having less than one year of experience and an equal percentage falling within the one to five years category. Interestingly, the majority of online gamers (58.8%) have more than five years of experience, indicating a significant number of seasoned players in the sample. This distribution suggests a mix of novice and experienced gamers, highlighting the long-lasting interest in online gaming activities.

Item 5: how many hours do you spend playing online video games per day?

Time	Frequencies	Percentage %
1-3 hours	18	52,9
3-6 hours	12	35,3
More than 6	4	11,8
Total	**34**	**100**

Table 5: Daily Online Gaming Duration
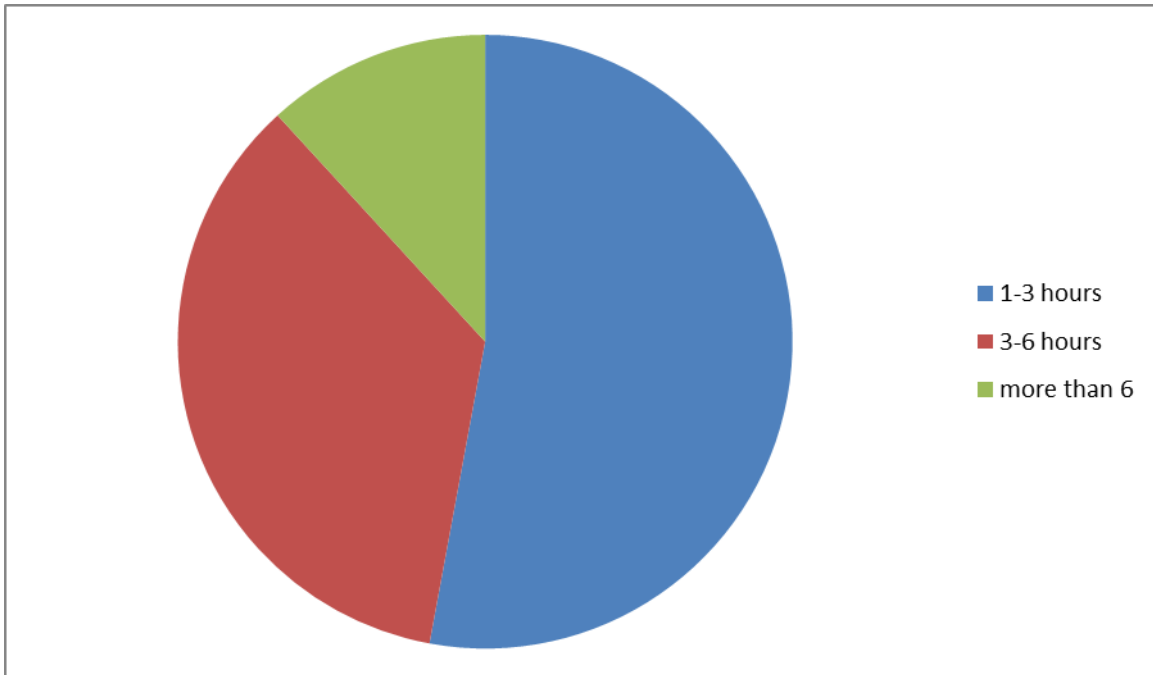
Figure 5: Daily Online Gaming Duration

According to the data, most respondents (52.9%) spend between 1-3 hours per day playing online games, indicating a moderate level of engagement. A significant part (35.3%) dedicate between 3-6 hours to online gaming, while 11.8% spend more than 6 hours per day. The variation in the participation of the sample population demonstrates the importance and appeal of online games for different part of participants. It is clear that most of the participants devoted most of their daily time to this activity.

Item 6: What genre of online video games do you prefer?

Genre	Frequencies	Percentage %
Massively multiplayer online	9	26,5
Role player games	10	29,4
First –person shooter	12	35,3
Real –time strategy	3	8,8
Total	**34**	**100**

Table 6: Favorite Genre for Online Gaming
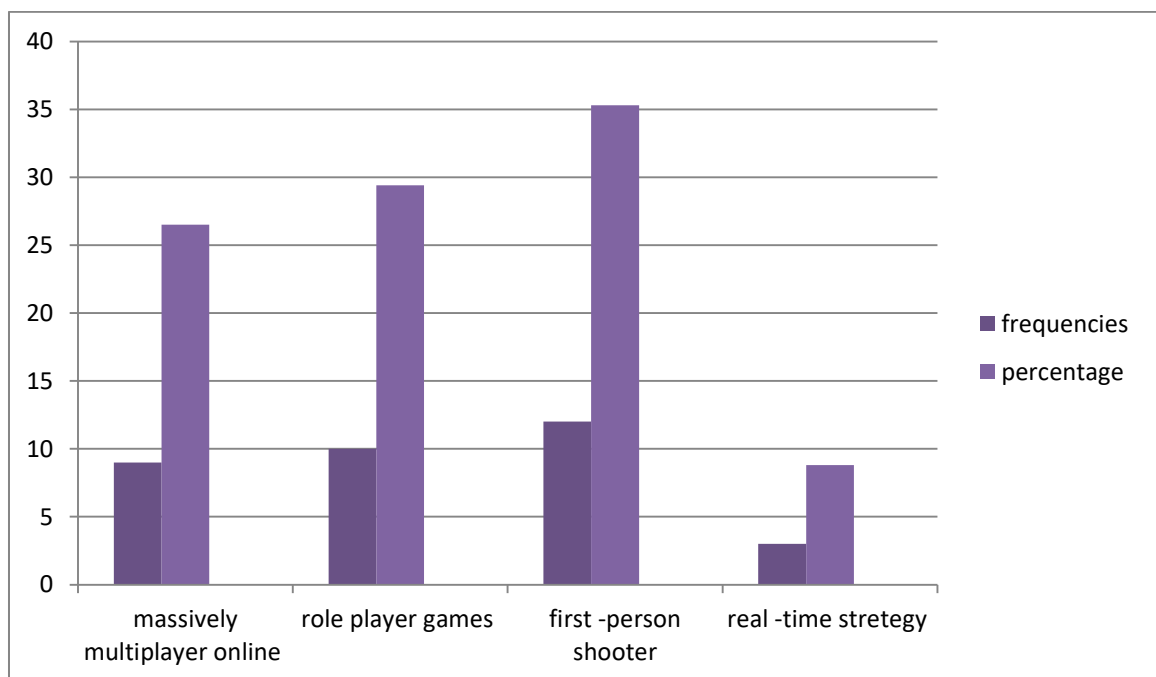
Figure 6: Favorite Genre for Online Gaming

The data from the table entitled "Favorite Genre for Online Gaming" reveals the different preferences of the surveyed population. The most popular genre is first-person shooter games, with 35.3% of respondents looking for experience games . Role-playing games closely follow with representing 29.4%, attracting those who enjoy gameplay which are narrative and character development. Massively multiplayer online games also generate a significant interest, with 26.5% of participants favoring this genre known for its expansive virtual worlds and social interactions. On the other hand, real-time strategy games are the least favored, with

only 8.8% of respondents .This distribution of genre preferences provides valuable insights into the diverse gaming interests of the sample population.

Item 7: Do you typically use voice chat while playing online video games?

Options	Frequencies	Percentage %
Never	3	8,8
Rarely	4	11,8
Sometimes	17	50
Always	10	29,4
Total	34	100

<p align="center">Table 7:Voice Chat Usage in Online Games</p>
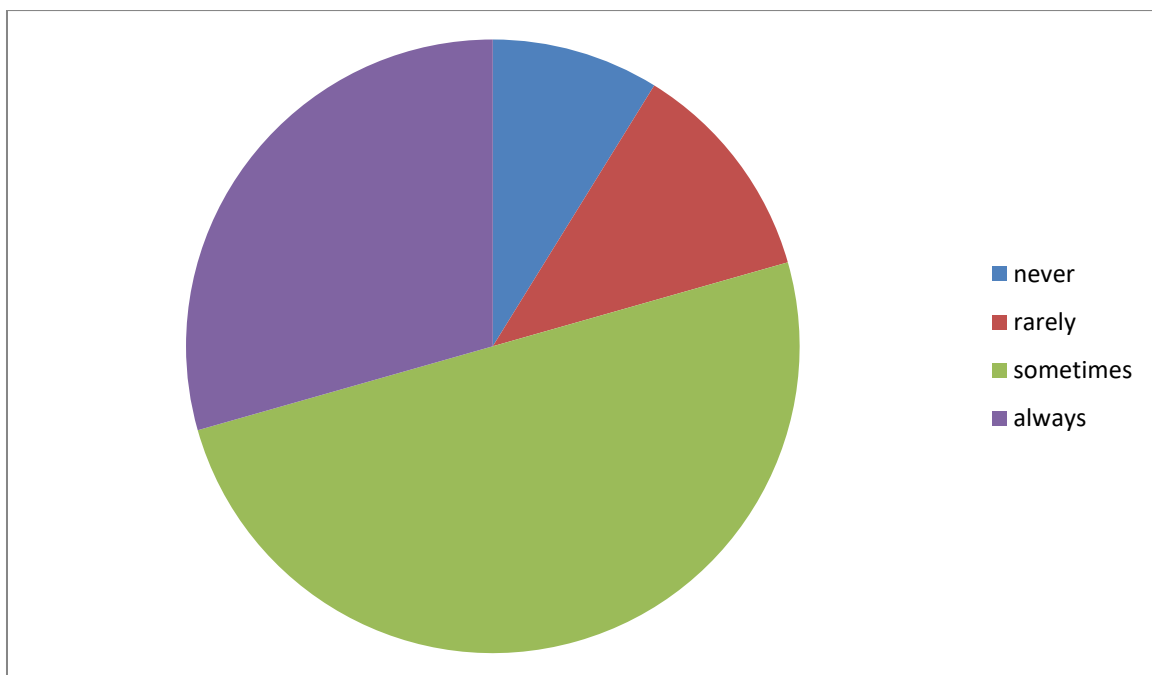
<p align="center">Figure 7: Voice Chat Usage in Online Games</p>

The table entitled "Voice Chat Usage in Online Games" offers insights on how often voice chat is used by online gamers. According to the table, 50% of respondents use voice chat sometimes while playing online video games. This suggests that voice communication is

common among gamers, with many choosing to use it intermittently during their gaming sessions. Furthermore, 29.4% of participants reported always using voice chat, showing that a significant number of individuals prefer continuous verbal communication while gaming. On the other hand, 11.8% of respondents rarely use voice chat, while 8.8% never use this feature. Understanding the different levels of voice chat usage among online gamers is crucial for comprehending communication dynamics, social interactions, and overall gaming experiences within the online gaming community,and knowing the level of acquiring the language .

Item 8: In what language do you primarily communicate while playing online video games?

Languages	Frequencies	Percentage %
Native language	9	26,5
English language	25	73.,5
Total	34	100

Table 8 : Dominant Language in Online Games
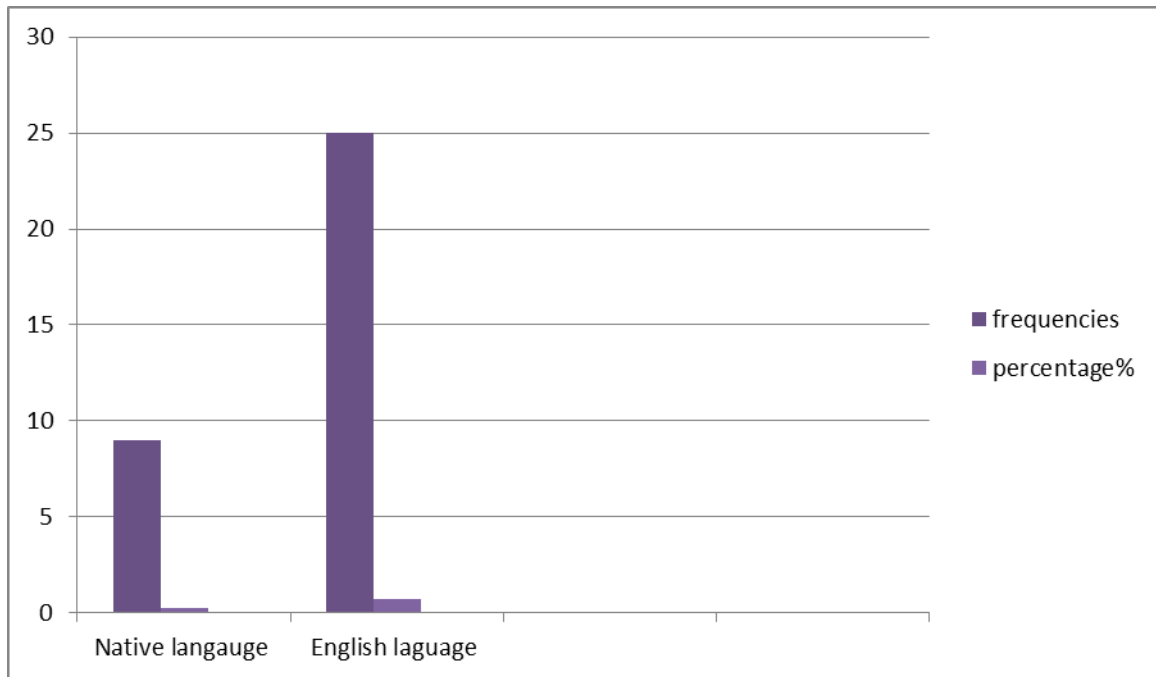
Figure 8: Dominant Language in Online Games

The data shows that most people (73.5%) use English when playing online games, while only 26.5% use their native language. This results highlight the significant role of English as a lingua franca in the online gaming community, emphasizing its prevalence as a common medium for interaction among players from diverse linguistic backgrounds. The high percentage of English language usage highlights its pivotal position in facilitating communication, collaboration, and social engagement within the gaming environment, reflecting the global nature of online gaming communities and the importance of English proficiency for effective gameplay and social interaction.

Item 9: if you use English , Do you feel confident in speaking while playing online video games?

Options	Frequencies	Percentage %
Confident	27	79,4
Not confident	7	20,6
Not confident at all	0	0
Total	34	100

Table 9:Confidence in Online Video Game Voice Chat
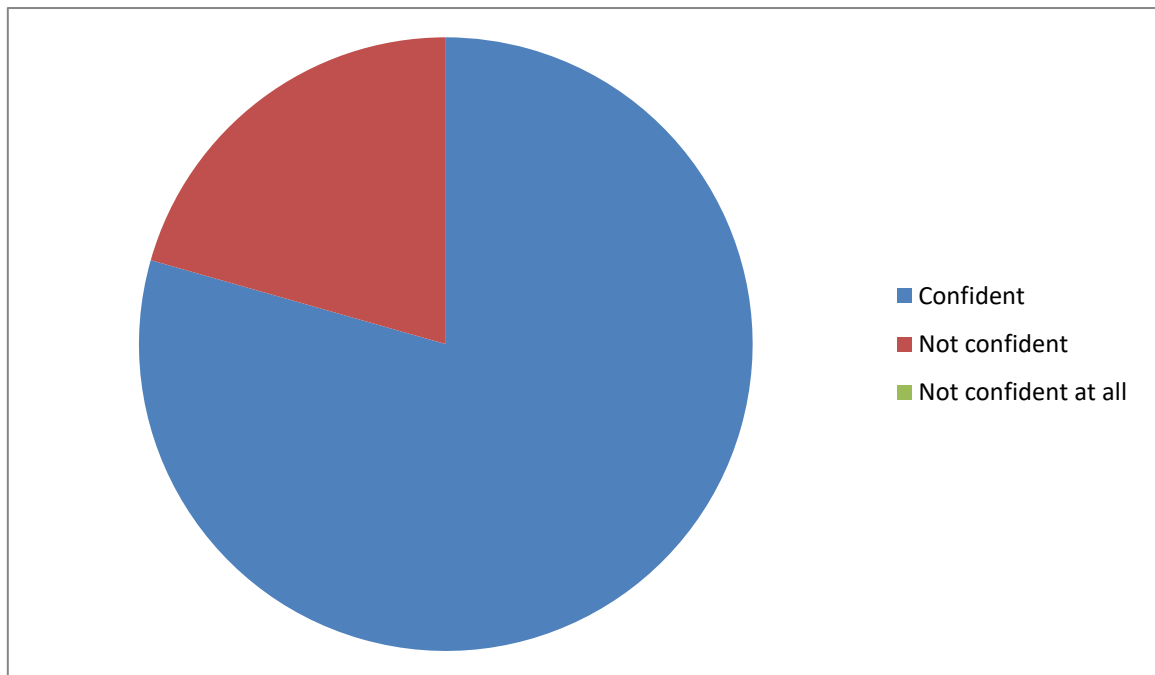
Figure 9: Confidence in Online Video Game Voice Chat

The table presents data on the confidence levels of individuals when engaging in online video game voice chat. The results indicate that the majority, 79.4%, feel confident in speaking during online gaming sessions. In contrast, a smaller part with , 20.6%, express a lack of confidence in using voice chat while playing. Interestingly, the data reveals that none of the participants reported feeling "not confident at all" in utilizing voice chat during online gaming. This implies that there is a common tendency among online gamers to communicate verbally with confidence. Regarding voice conversation while online gaming, gamers generally seem to feel confident in their abilities, according to the research.

Item 10: In online video games, how often do you communicate with other players using voice chat?

Options	Frequencies	Persantage %
Never	1	2,9
Rarely	5	14,7
Sometimes	19	55,9
Always	9	26,5
Total	34	100

Table 10:Voice Chat Usage in Online Games
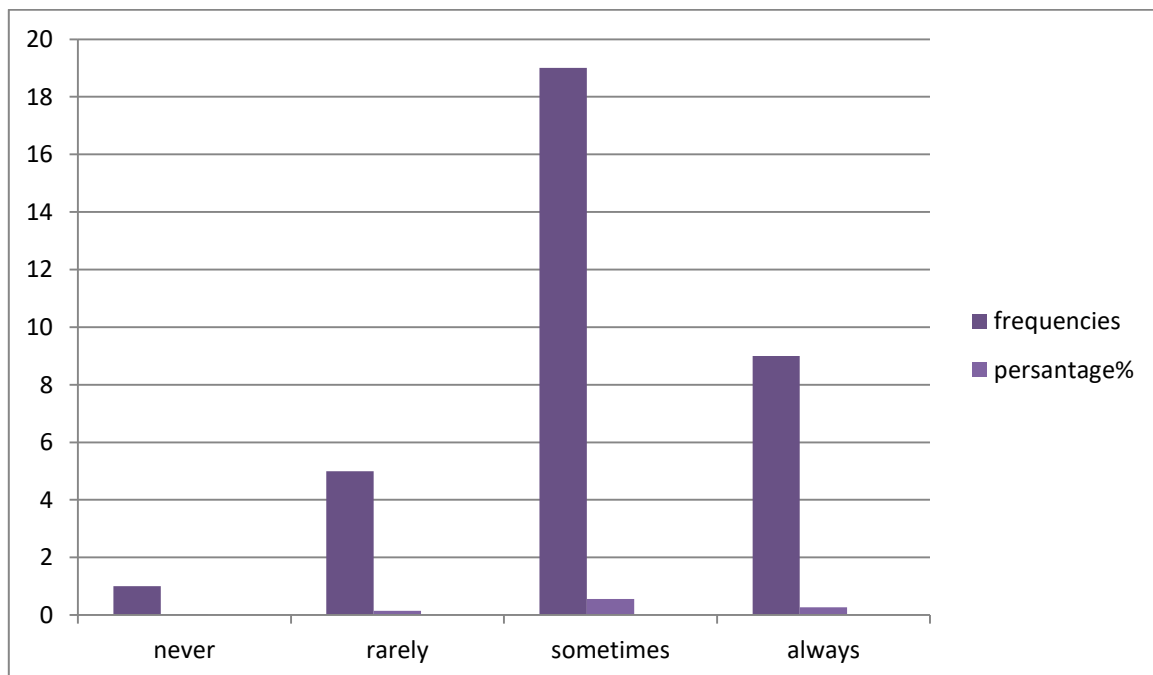
Figure 10: Voice Chat Usage in Online Games

The data illustrates that a significant part , 55.9%, engage in voice chat "sometimes," indicating a moderate but frequent use of this feature. Additionally, 26.5% of players report using voice chat "always,". Conversely, a smaller percentage, 14.7%, indicate that they "rarely" utilize voice chat, while just 2.9% claim to "never" use it. These results highlight the

widespread use of voice chat in online gaming, as most players actively integrate it for improved social interaction ,coordination,and practicing the language .However, a minority of players choose to use it less frequently or not at all, which reflects different preferences and habits within the gaming community.

Item 11: Do you feel more motivated to practice English speaking due to playing online video games?

Options	Frequencies	Percentage %
Motivated	24	70,6
Very motivated	8	23,5
Not motivated	2	5,9
Not motivated at all	0	0
Total	34	100

Table 11:Online Gaming and Speaking Motivation
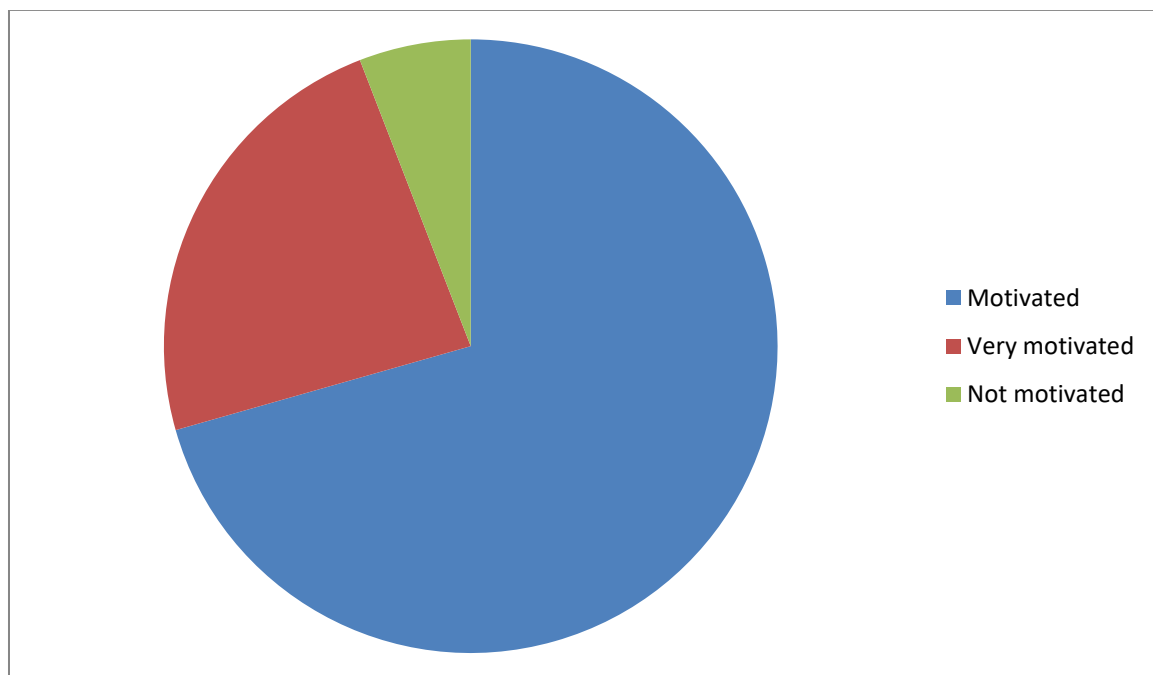
Figure 11: Online Gaming and Speaking Motivation

The data from the table above online gaming and speaking motivation shows a strong positive correlation between playing online video games and the motivation to improve English speaking skill. The majority of players, 70.6%, express that they feel "motivated," while 23.5% report being "very motivated" to enhance their English speaking abilities through gaming. This indicates that many participants are enthusiastic about using online gaming as a platform for language practice and improvement. Only a small percentage, 5.9%, state that they are "not motivated," and none feel "not motivated at all."These results demonstrate how online video games may be a useful and entertaining instrument for language learning, motivating the gaming community to take the effort to improve their English speaking abilities.

Item 12: Explain how gaming has influenced your motivation to improve your speaking skill .

According to the answers The influence of online video games on motivation to improve English speaking skills is a topic of interest in language learning research. Analyzing responses from gamers reveals various ways gaming impacts motivation. Gamers express that interacting with native speakers in games motivates them to enhance their speaking skills, especially when receiving compliments on their accent. The anonymity in online gaming reduces fear of judgment, encouraging practice and improvement. Exposure to new vocabulary and communication with native speakers are highlighted as key motivators for language improvement. Additionally, the social aspect of gaming, such as multiplayer communication, offers a platform for language practice and skill enhancement. The immersive nature of gaming narratives also contributes to language development. Players find motivation in comparing their speaking skills to natives, identifying areas for improvement. Additionally, the necessity of having good communication in multiplayer environments motivates players to work on improving their language skills.

Item 13: Have you noticed any improvement in your speaking ability after playing online video games?

Options	Frequencies	Percentage %
Yes	32	94,1
No	2	5,9
Total	34	100

Table 13:Impact of Online Gaming on Speaking Skill
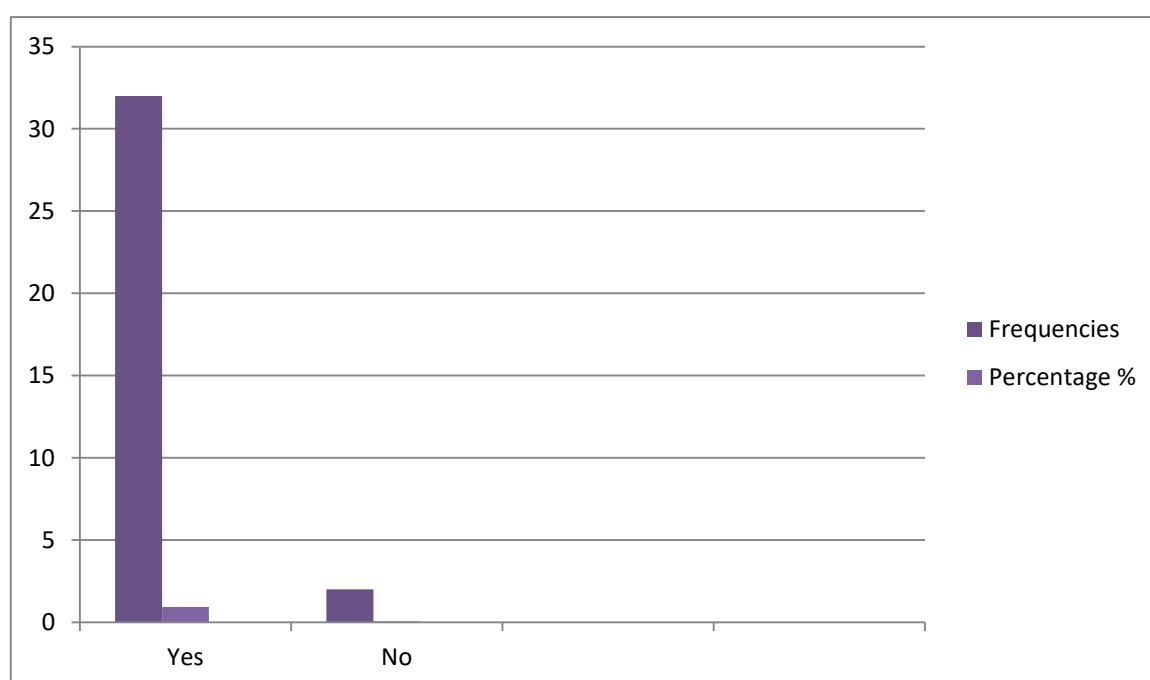
Figure 13 : Impact of Online Gaming on Speaking Skill

The data from the table clearly shows that online gaming has a positive impact on speaking skill. A remarkable 94.1% of participants reported improvements in their speaking abilities after playing online video games. This means that online gaming environments, which are interactive and communicative, offer valuable opportunities for practicing and developing language skills. The immersive and collaborative nature of online games allows for frequent verbal communication, exposure to new vocabulary, and constructive feedback from other

players. All of these factors contribute to the enhancement of speaking proficiency. On the other hand, only 5.9% of participants did not observe any improvements in their speaking skill. This further emphasizes the potential of online gaming as an effective tool for language learning and practice. These findings highlight the significant impact that online video games can have on the development of speaking abilities. Therefore, they are a valuable resource for acquiring and improving language skills.

Item 14 :While playing video games, do you feel that your vocabulary has improved ?

Options	Frequencies	Percentage %
Yes	23	67,6
No	1	2,9
Somehow	10	29,4
Total	**34**	**100**

Table 14: Does Gaming Grow your Vocabulary?
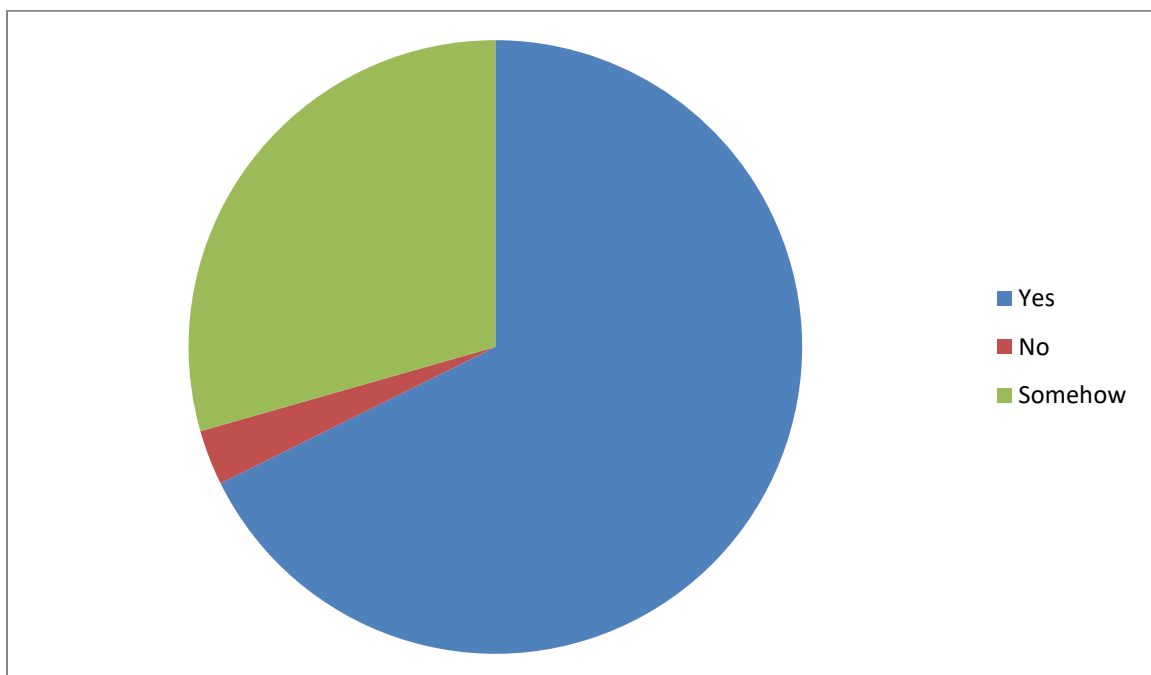
Figure 14: Does Gaming Grow Your Vocabulary?

The majority of respondents (67.6%) felt that playing video games has improved their vocabulary, while 29.4% felt it improved "somehow", and only 2.9% said their vocabulary did not improve. These findings suggest that video games can be an effective tool for vocabulary development, likely due to the interactive and immersive nature of gaming exposing players to new words and phrases in context, as well as the competitive and collaborative aspects motivating players to expand their language skills. While a small percentage did not see significant vocabulary growth from gaming.

If yes :

According to the replies given, playing online video games improved participants' vocabulary growth and, as a result, their ability to communicate in English. Numerous participants state that being exposed to novel terms and phrases in a gaming context has motivated them to acquire accurate pronunciation and definitions, which they then utilize in their everyday speech. One important reason for this vocabulary increase is the participatory aspect of online gaming, especially the chance to converse with English speakers. The participants emphasize how the exposure to varied language usage, feedback, and corrections have improved their confidence, fluency, and articulation while speaking English. All respondents agree their vocabulary increased from online gaming led to noticeable improvements in their overall English speaking ability, while some noting that the vocabulary learned may be more casual or specialized to gaming. As an immersive and captivating environment that may effectively supplement more conventional educational ways, online gaming is emphasized in the comments as a valuable supplemental tool for language acquisition.

Item 15: Do you find it easier to express yourself verbally after playing online video games?

Options	Frequencies	Percentage %
Yes	31	91,2
No	3	8,8
Total	34	100

Title 15: Online Gaming and Verbal language
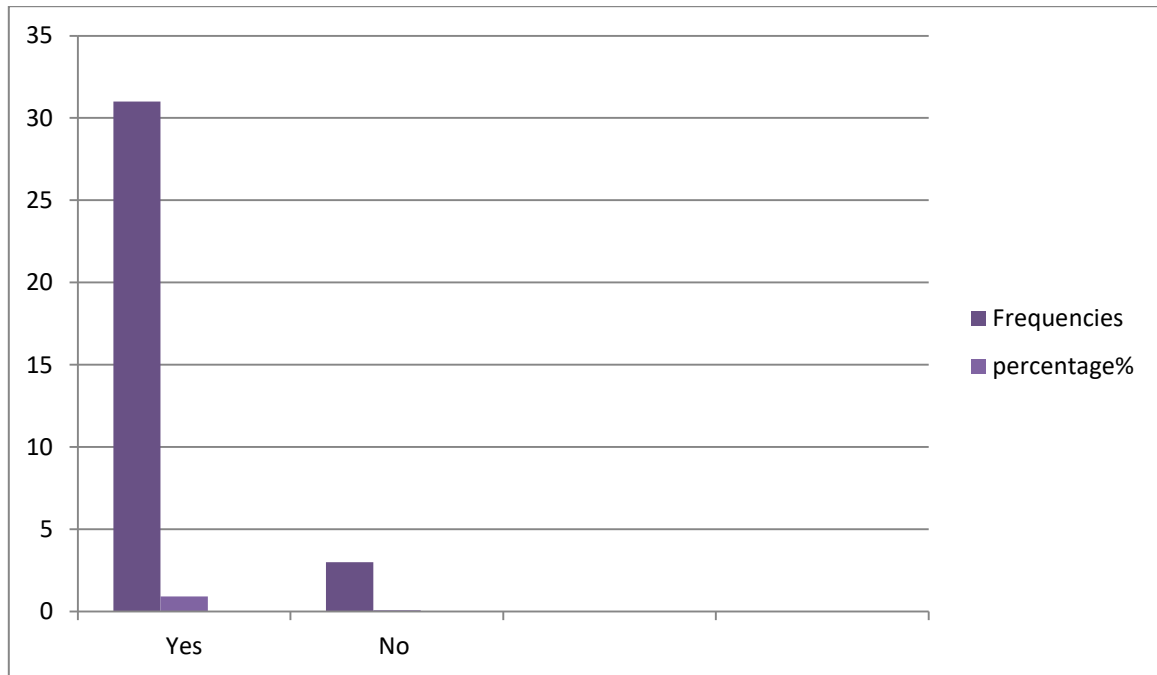
Figure 15: Online Gaming and Verbal language

Data in "Online Games and verbal language " showed a difference in that 91.2% of participants said they found it easier to express themselves by talking after playing online.. This overwhelming majority suggests a strong positive correlation between online gaming experiences and improved verbal communication skills. The interactive and social nature of online gaming environments likely provides players with valuable opportunities to engage in verbal interactions, practice language proficiency, and enhance their expressive abilities. These findings underscore the potential of online games as a platform for fostering effective communication and boosting confidence in verbal self-expression, highlighting the significant impact that gaming can have on the players' linguistic development and communication skills.

Item 16: Have you observed any changes in your speaking fluency after playing online video games?

Options	Frequencies	Percentage %
Yes	32	94,1
No	2	5,9
Total	34	100

Table 16: Changes in Speaking Fluency after Playing Online Games
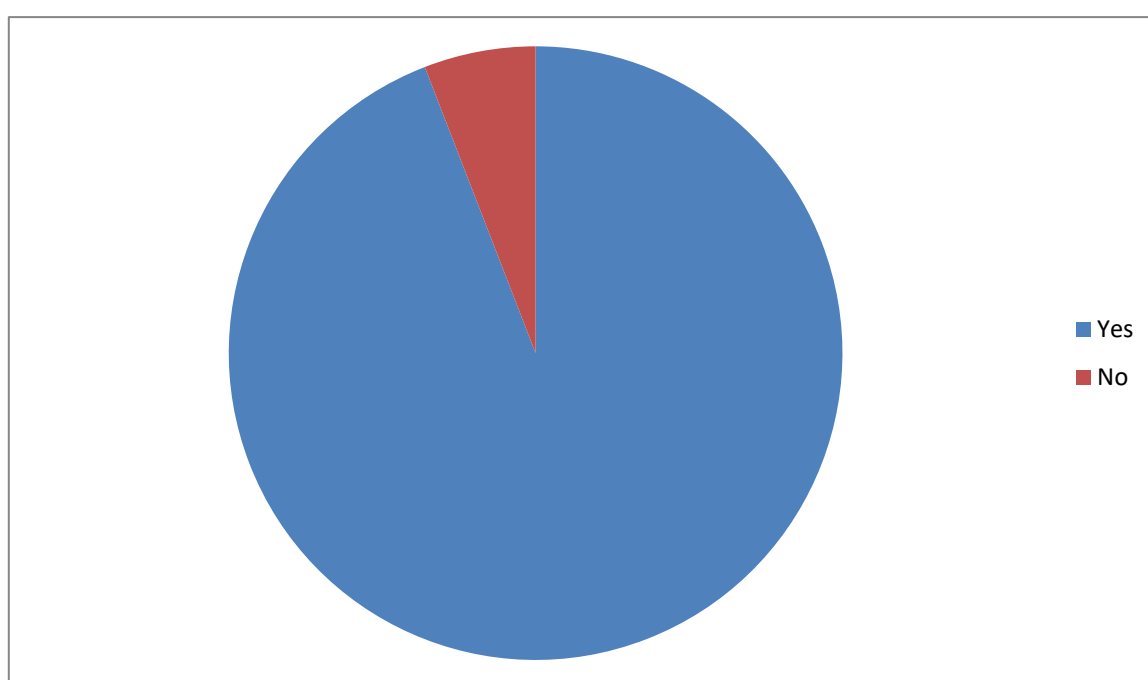
Figure 16 : Changes in Speaking Fluency After playing Online Games

A remarkable 94.1% of participants reported improvements in their speaking fluency after playing online video games. This overwhelming majority suggests a strong positive correlation between online gaming experiences and enhanced verbal communication skills. The interactive and communicative nature of online gaming environments likely provides players with valuable opportunities to engage in verbal interactions, practice language proficiency, and they can improve their oral language.. These results, highlight the significant

impact that online games can have on players' linguistic development, fluency, and overall communication abilities.

Item 17: Do you believe that playing online video games can enhance your speaking skill?

Options	Frequencies	Percentage %
Yes	34	100
No	0	0
Total	34	100

Table 17: Can Online Gaming Boost your Speaking Skill?
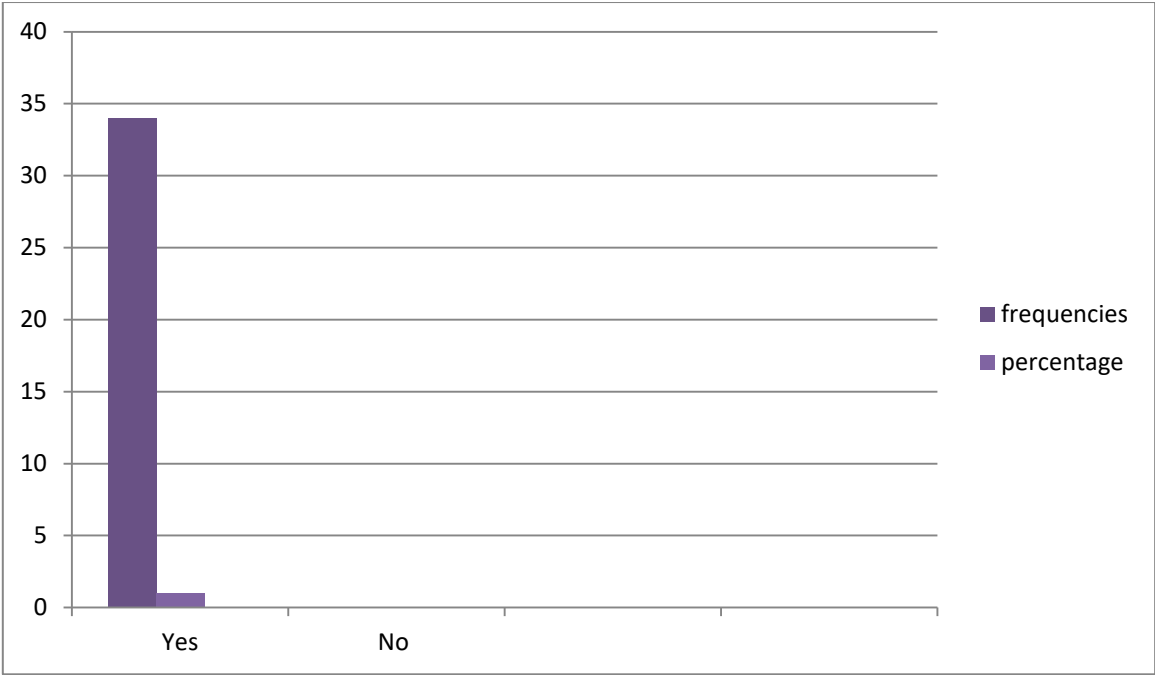
Figure 17: Can Online Gaming Boost Your Speaking Skill?

The table entitled "Can Online Gaming Boost Your Speaking Skills?" presents compelling data that shows all participants unanimously agreed that playing online video games can enhance their speaking skill. This unanimous positive response highlights a strong belief in the potential of online gaming to positively impact and improve players' ability to speak. The

results further support this idea by demonstrating how online games offer valuable opportunities for practicing language, communicating, and developing speaking skill. These findings emphasize the educational value of online gaming as a tool for boosting speaking skill, promoting effective communication, and contributing to overall language development.

Justification

The overwhelming responses suggest that playing online video games can greatly enhance one's speaking skill, especially when learning English as a foreign language. Participants highlight several key reasons for this belief, including the opportunity to communicate with native English speakers, the need to adapt language to different situations, increased confidence and reduced fear of making mistakes, and the abundance of practice and exposure to the language that gaming provides. Many respondents emphasize the value of receiving feedback and corrections from more proficient speakers, as well as the ability to learn new vocabulary, expressions, and pronunciation through these interactions. While a few participants note that the type of game and communication style may affect the degree of skill enhancement, the consensus is that online gaming, when used effectively, can be a valuable tool for improving speaking abilities in a foreign language. Overall, the responses reflect a strong belief that the interactive and communicative nature of online gaming can greatly contribute to the development of one's speaking skills.

Item 18: How do you think the interactive nature of online gaming contributes to improving speaking skill compared to an oral presentation as a teaching strategy? explain it briefly

The responses emphasize the unique advantages of online gaming for improving speaking skill compared to an oral presentation as a teaching strategy . Participants highlight that online gaming provides real-time communication practice, immediate feedback, and exposure to

diverse language use in a dynamic and engaging environment. They note that the relaxed and comfortable setting of online games allows for spontaneous communication, adaptability, and fluency, creating a more natural and interactive learning experience. In contrast, oral presentations as teaching strategy are often considred as more restricted, less engaging, and potentially anxiety-inducing, which limits the range of topics discussed and overall learning experience. Overall, the interactive nature of online gaming offers language learners a contextually relevant and motivating platform to practice speaking skill, thereby improving fluency and confidence in communication.

Item 19: Would you recommend using online video games as a tool to enhance the speaking skill in English to other EFL students who don't play online video games ?

Options	Frequencies	Percentage %
Yes	29	85,3
No	5	14,7
Total	**34**	**100**

Table 19 :Recommending Online Games for EFL Students
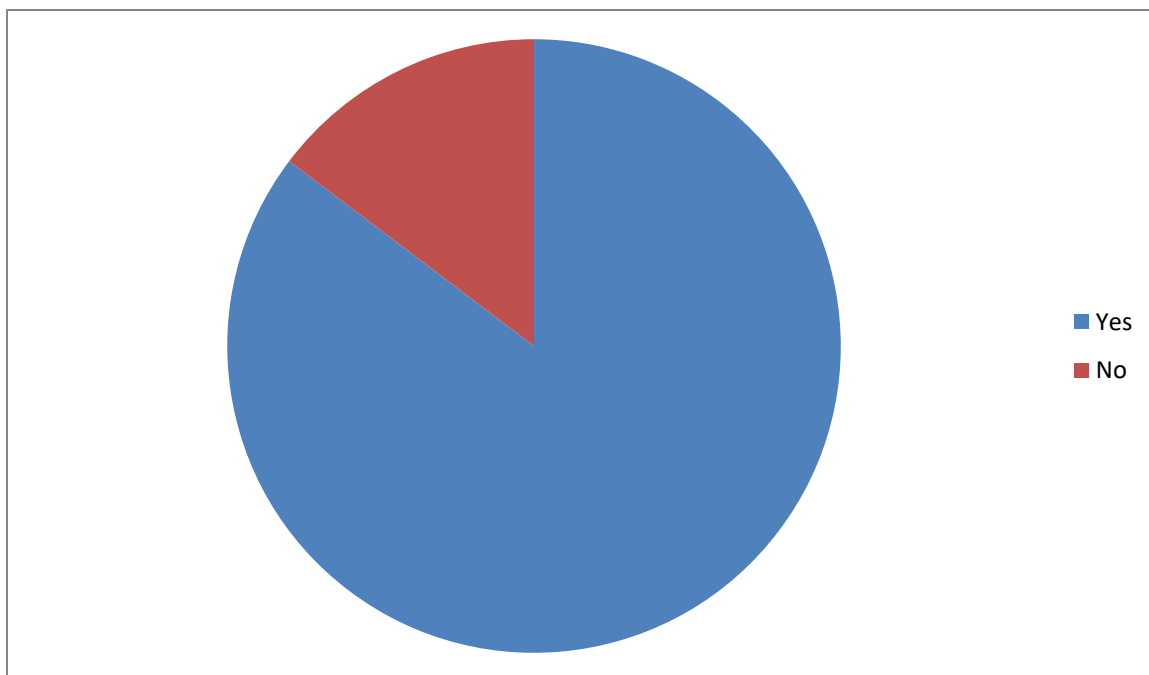
Figure 19: Recommending Online Games for EFL Students

The data suggests that online video games can effectively improve speaking skill in English among EFL students. A high percentage of participants, 85.3%, recommend using online video games for this purpose. This indicates a widespread belief in the effectiveness of online gaming for enhancing English speaking skill. The study further support this belief, highlighting the benefits of online games in improving communication skills, vocabulary acquisition, pronunciation, and overall language proficiency. In contrast, a smaller fraction, 14.7%, do not recommend using online video games for enhancing speaking skill. Overall, the results emphasize the potential of online video games as a valuable and engaging resource for EFL students seeking to enhance their speaking skill in English.

why ?

The responses provided present various perspectives on using online video games as a tool to improve English speaking skills for EFL students who are not accustomed to playing such games. While most participants have a positive view, emphasizing the entertainment value,

exposure to native speakers, increased confidence, and interactive learning opportunities offered by online games, some respondents warn about potential distractions, stress the importance of academic learning, or propose alternative methods for language improvement. Overall, the responses demonstrate an awareness of the benefits of online gaming in language learning, particularly in enhancing speaking skill through engaging and interactive practice, while also acknowledging the need for balance, personal suitability, and consideration of other educational approaches.

Item 20 :Do you think that playing online video games have a negative impact on speaking for EFL students?

Options	Frequencies	Percentage %
Yes	16	47,1
No	18	52,9
Total	**34**	**100**

Table 20: Exploring Negative Impacts of Online Games on EFL Speaking
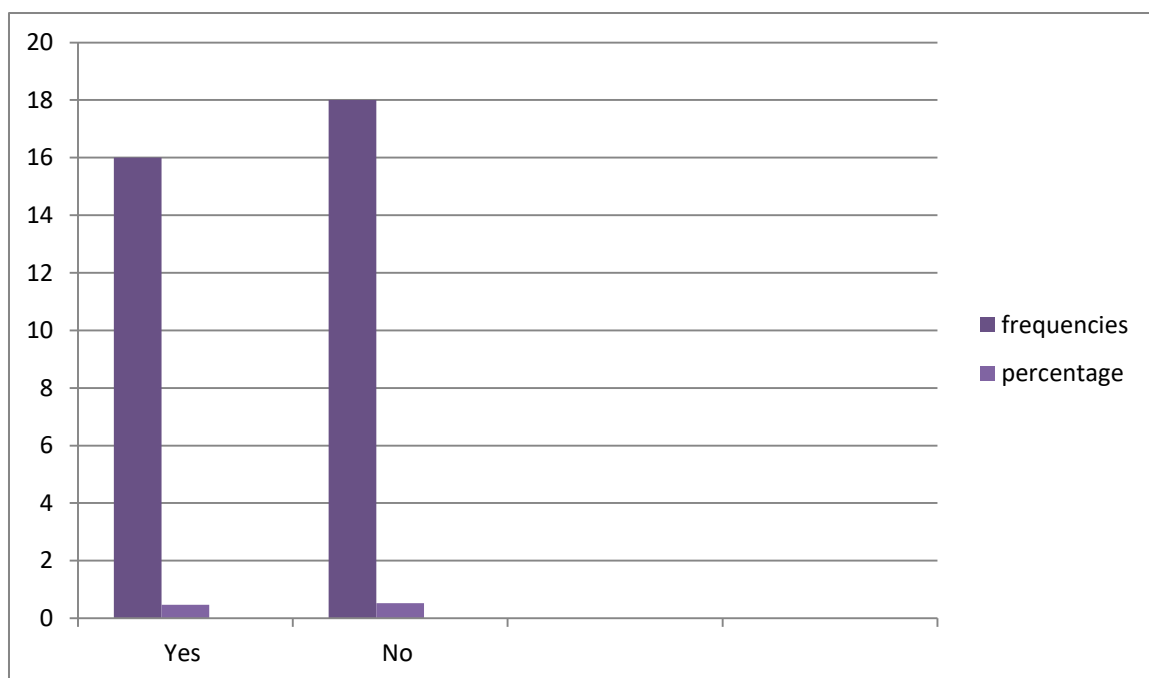
Figure 20: Exploring Negative Impacts of Online Games on EFL Speaking

The data shows participants' differing perspectives on negative effects that online video games may do to EFL students' ability to communicate. While a significant minority, 47.1%, believe that online gaming can have a negative impact, the majority, 52.9%, hold a different view. The results support this majority perspective, emphasizing the potential benefits of online gaming in enhancing the communication skills, including speaking, of EFL learners.

Justification :

The responses provided offer different perspectives on how playing online video games affects the English speaking skill of EFL learners. Some participants believe that gaming can be a useful tool for improving speaking skill because it is enjoyable and engaging. However, others have concerns about potential disadvantages, such as the use of informal language, addiction, and limited exposure to formal English. Overall, the consensus is that gaming can have a positive impact on language learning, but it is important to use it as a supplementary learning method while also being mindful of potential drawbacks like addiction and the use of

informal language. The responses emphasize the need for balance and careful use of online games to maximize their educational benefits while minimizing any negative effects on language learning and academic progress.

6.Synthesis and Discussion of the Results

The study's conclusions shed light on how EFL students view the effect of playing online video games on their ability to communicate verbally. A diversified student body with a range of ages and an equal representation of male and female students is shown by the demographic study. This variety points to a broad range of viewpoints and experiences within the sample, which is essential for comprehending the subtleties of the study's subject.

A significant finding from the research is that a considerable percentage of students regularly engage in online gaming, with the majority having been active gamers for several years, playing multiple times a week. This regular engagement with online gaming indicates a continued interaction with English-speaking environments, which is pivotal for language practice. The preference for particular game genres, such as role-playing games (RPGs) and first-person shooters (FPS),this highlight the varied interests among the participants. These genres often require extensive communication and collaboration, providing a practical context for language use.

 It is also notable that voice chat is so common during gaming sessions since it highlights how crucial verbal communication is in online gaming contexts. Many online games necessitate real-time communication for coordination and strategy,thus offering EFL students frequent opportunities to practice spoken English. The study's findings on the relationship between online gaming and English-speaking abilities are highly encouraging. Most participants report that gaming motivates them to practice speaking English, attributing their

improvement to factors such as exposure to native speakers, increased confidence, and the acquisition of new vocabulary

Participants highlight that the interactive nature of online gaming is more beneficial for verbal expression and fluency compared to some teaching strategy , such as oral presentations. This preference is likely because gaming contexts are dynamic and require spontaneous language use, which can enhance fluency and speaking skill in a way that more structured activities cannot. The immersive experience of gaming, where language is used as a tool for achieving goals and interacting with others, creates a practical and engaging environment for language learning.

While most participants support using online video games as part of EFL learning strategies , some express concerns about possible negative effects. The primary concerns include the use of colloquial language and the risk of addiction. Colloquial language, while useful for everyday conversation, might not meet with academic or formal language expectations. Therefore, it's important for educators to guide students in understanding the context-appropriate language use .Another major worry is the possibility of addiction, as excessive gaming might take time away from other important tasks and commitments. It's critical to utilize gaming responsibly and in moderation, balancing its use with other educational responsabilities

Therefore, the study's findings suggest the potential value of online video games for EFL students looking to enhance their English speaking abilities. Online gaming offers a unique and engaging way to learn a language that complements traditional teaching strategies by providing immersive and interactive language practice opportunities. It is crucial for teachers and students to be aware of the potential negatives and to use gaming as an additional tool in a well-rounded learning environment.

Conclusion

This chapter, which was devoted to practice, was separated into two parts . The first part was devoted to describing the questionnaire, which was the research tool utilized to gather data. Furthermore, the nature of the questionnaire was explained by indicating the population this questionnaire is addressed to.

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

General Conclusion

General Conclusion

The present study aimed at examining the students' perception towards playing online video games to develop speaking skill among EFL learners at the department of the English Language and Literature at the university of Mohammed Khaidar Biskra .

Our work was devided to three chapters :the first two chapters are theoretical ones they aim to review and describe ,and give an overview of the two variables that comprise the study: online video games and speaking skill .The third chapter is practical one ; it represents and describes the research tool, which is as well as analysed and discussed the results obtained. In order to collect data one main quantitative tool have been used ;the questionnaire , which has been distributed to EFL learners from first year licence to master two students .

The data collected from the students' questionnaire showed that playing online video games can have a positive impact on English as a Foreign Language (EFL) students' ability to communicate verbally. The results show that a significant number of students regularly engage in online gaming, with most playing for several years and multiple times a week. Participants stated that they were inspired to speak English when playing video games, which improved their speaking abilities due to exposure to native speakers, increased confidence , and vocabulary acquisition. The interactive nature of online gaming was found to be more beneficial for verbal expression and fluency compared to traditional language learning methods. The general agreement was that online gaming may be a useful tool for language learning when used properly, despite some worries regarding possible downsides such as the usage of colloquial language and the possibility of addiction.

The present study, examining the students' perception towards playing online video games to develop speaking skill among EFL learners at the department of the English Language and Literature at the university of Mohammed Khaidar Biskra, shares similarities with several studies. These studies include Bennacer (2022), which explores the role of video games in enhancing EFL learners' critical thinking skills ,both studies highlighted the positive effects of video games on learners' brain skills and their potential to be used as a constructive educational environment ; Putri (2019), which investigates the impact of video games on EFL learners' speaking skills , both studies emphasized the benefits of video games in improving learners' verbal expression and fluency, particularly through interactive gameplay; Albaqami (2022), which focuses on the perception of EFL learners regarding the use of games for language learning, and the use of qualitative methods, such as interviews and questionnaires, to collect data and analyze learners' attitudes towards games; Pham et al. (2019), which examines the role of online games in enhancing EFL learners' language skills; and Susi Darihastining et al. (2019), which explores the use of games to improve EFL learners' speaking skills.

Moving to the diffrences ,the present study differs from the studies discussed before in the general introduction in several ways. While the other studies explore the impact of video games on various language skills, this study specifically concentrates on the development of speaking skills among EFL learners. Moreover, the study's context, methodology, and participants vary from those of the other studies. The study's findings highlight the advantages of online video games in fostering speaking skills among EFL learners, such as exposure to native speakers, increased confidence, and vocabulary acquisition. The study's contribution lies in providing insights into the specific benefits of online video games in developing speaking skills among EFL learners, which can inform language teaching practices and encourage the integration of online gaming in language learning curricula.

Limitations of the Study

Actually, this study has some limitations:

1. The first limitation is the small number of participants. There are some participants from first year and master two. This mix is due to the nature of the study and students absences.

2. The second limitation is the inability to conduct interviews with teachers who play online video games. Because of the lack of teachers who engage in online gaming at the university stop the researcher from utilizing this additional tool. This limitation could have provided valuable point of view from teachers on the potential impact of online gaming on speaking skill.

2. Pedagogical Implications and Recommendations

Based on the study results, a set of recommendations and suggestions are provided:

➤ Learners should utilize online video games as a means to foster interaction.
➤ Learners can benefit from online video games in terms of developing self-confidence and increasing motivation. This is because learners are often more motivated when engaded in gaming .
➤ Gaming plays a significant role in the cognitive development of learners by enhancing their reasoning abilities, intelligence, and problem-solving skills.
➤ Teachers should introduce the field of online video games into their oral classes. This will give learners the opportunity to talk about the games they play and the interactions they have while playing them.

➢ Teachers should encourage learners to utilize Games-Based Language Learning, particularly outside of the classroom, as games are widely regarded as an effective tool for language acquisition.

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Appendices

Appendix A

Students' Questionnaire

Dear participant,

This questionnaire aims to explore the experiences of gamers who play online video games and how it influences their English speaking skill.We assure you that your answers are going to be anonymous. By providing answers to these questions, you will contribute valuable insights into the effects of playing online video games on enhancing speaking skill.

Section One : Demographic Information

1 Gander :

2 Age :

Section Two :Online Gaming Habits

1. How often do you play online video games?

- 1-3 times a week

-3-5times a week

-6 or more times a week

2. For how many years have you been playing online video games?

- Less than one year

-from one to five years

-More than five

3 .how many hours do you spend playing online video games per day?

-1-3 hours

-3-6 hours

- more than 6 hours

4. What genre of online video games do you prefer?

-Massively Multiplayer Online (MMO)

-Role-Playing Games (RPG)

-First-Person Shooter (FPS)

-Real-Time Strategy (RTS)

5 .Do you typically use voice chat while playing online video games?

-Never

-Rarely

-Sometimes

-Always

6 .In what language do you primarily communicate while playing online video games?

-Native language

- English language

7. if you use English , Do you feel confident in speaking while playing online video games?

-confident

-very confident

-not confident

- not confident at all

8 .In online video games, how often do you communicate with other players using voice chat?

-Never

-Rarely

-Sometimes

-Always

9 .Do you feel more motivated to practice English speaking due to playing online video games?

-motivated

-very motivated

-not motivated

-Not motivated at all

10. Explain how gaming has influenced your motivation to improve your speaking skill .

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Section Three :The Impact of Online Gaming on Speaking Skill

1. Have you noticed any improvement in your speaking ability after playing online video games?

-yes

-no

2 .While playing video games, do you feel that your vocabulary has improved ?

-Yes

-No

-somehow

3. if yes , how has this impacted your English speaking skill?

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4 .Do you find it easier to express yourself verbally after playing online video games?

-yes

-no

5. Have you observed any changes in your speaking fluency after playing online video games?

-yes

-no

6 .Do you believe that playing online video games can enhance your speaking skill?

- Yes

-no

-Justify

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7. How do you think the interactive nature of online gaming contributes to improving
speaking skill compared oral presentation as a teaching strategy.? explain it briefly

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8 .Would you recommend using online video games as a tool to enhance the speaking skill in
English to other EFL students who don't play online video games ?

-yes

-no

Why?

....

9. Do you think that playing online video games have a negative impact on speaking for EFL students?

justify your answer .

-yes

- no

Resumé

L'étude vise à examiner les perceptions des étudiants concernant l'impact du jeu à des jeux vidéo en ligne sur la compétence orale chez les apprenants d'anglais langue étrangère (ALE) à l'Université de Mohammed Khaidar Biskra. Pour collecter les données, un outil de recherche quantitative a été utilisé, à savoir un questionnaire semi-structuré adressé aux apprenants d'ALE. Un échantillon non aléatoire de 34 étudiants a participé à l'étude. L'étude a révélé que le fait de jouer à des jeux vidéo en ligne a un impact positif sur la compétence orale et les capacités de communication verbale des apprenants. Plus précisément, les résultats ont montré que l'acquisition du vocabulaire des apprenants s'est améliorée et que l'anxiété lors du jeu a été réduite. De plus, l'étude a montré que le fait de jouer à des jeux vidéo a augmenté la motivation des apprenants à communiquer en anglais, ce qui a à son tour amélioré leur compétence orale. Les résultats de cette étude confortent l'idée que l'éducation ludique, qui combine éducation et divertissement, peut être une stratégie efficace pour améliorer la compétence orale des apprenants d'ALE**.**

 Mots-clés : jeux vidéo en ligne, compétence en expression orale, perception des étudiants.

التلخيص

الدراسة تهدف إلى تحقيق الفهم لدى طلاب الجامعة حول تأثير لعب ألعاب الفيديو على مهارة الكلام بين طلاب اللغة الإنجليزية الأجنبية في جامعة محمد خيضر بسكرة. لجمع البيانات، تم استخدام أداة بحثية كمية واحدة، وهي استبيان مُقترح جزئيًا، موجه إلى طلاب اللغة الإنجليزية الأجنبية. شارك في الدراسة عينة غير عشوائية من 34 طالبًا. أظهرت الدراسة أن لعب ألعاب الفيديو يلبي تأثيرًا إيجابيًا على مهارة الكلام والقدرات الإدارية بين طلاب الجامعة. أكثر تحديدًا، أظهرت النتائج أن تطور لغة طلاب الجامعة وتحسين القدرة على استيعاب الكلمات، بالإضافة إلى خفض القلق أثناء اللعب، وخفض القلق طلاب الجامعة للاستخدام أثناء لعب ألعاب الفيديو. بالإضافة إلى ذلك، أظهرت الدراسة أن لعب ألعاب الفيديو رفع الإنجليزي، مما أدى إلى تحسين مهارة الكلام. تؤيد النتائج هذه فكرة "الترفيه التعليمي"، التي تجمع بين التعليم والترفيه، يمكن أن تكون إستراتيجية فعالة لتحسين مهارة الكلام لدى طلاب اللغة الإنجليزية الأجنبية

الكلمات الرئيسية: ألعاب الفيديو عبر الإنترنت، مهارة الكلام، تصور الطلاب