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I, Mg. Sarah Jaqueline Iza Pazmiño, holder of the I.D No. 0501741060, in my capacity as supervisor of the Research dissertation on the topic: “Videogames and Speaking Skills” investigated by Castillo García Martín Alejandro with I.DNo.2000131926, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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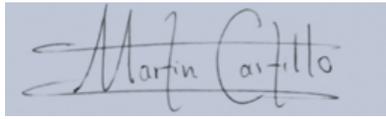
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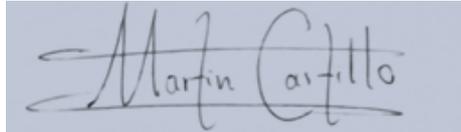
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DEDICATION

TO:

God for giving me the strength and discipline to achieve my goals. To my parents Rocio García and Gonzalo Bravo for being my motivation, supporting me, and trusting me throughout my life and my grandmother Blanca Vargas for supporting me and always being with me.

Martín

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First of all, I thank God for giving me life and helping me to achieve my goals. In the same way, I am grateful to myself, throughout my life I have gone through different circumstances that have led me to where I am now.

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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

THEME: “Video Games and Speaking Skills”

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Abstract

The present investigation examined the perspectives of the students of Juan León Mera “La Salle” high school regarding the utilization of video games as a means to enhance speaking skills. A total of 64 participants, consisting of 35 males and 29 females were involved in a descriptive, non-experimental study. Data was collected using an expert-validated survey comprising 29 Likert scale items and four open-ended questions. The reliability of the survey was confirmed using Cronbach's Alpha coefficient (0.900) and was validated by experts. The study was structured around three research questions aligned with the specified objectives. The outcomes indicated that students predominantly favored video games that enabled real-time competition, involving battles with other players on diverse maps, for instance, Dota and League of Legends are video games that help improve speaking ability because players mainly meet foreign people and the game provides a vocabulary to express themselves. Also, various strategies were identified to enhance speaking skills, with a preference among students for visual aids such as pictures and videos. Notably, engaging in role-play activities, assuming different roles, and participating in conversations were identified as effective approaches for speaking skill improvement. Challenges were encountered, particularly in the recording and self-evaluation of spoken performances. Despite difficulties, students found motivation in sharing personal stories, facilitating a more comfortable and socially conducive environment for expressing opinions.

Keywords: Video games, strategies, speaking skills, player

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Resumen

La presente investigación examinó las perspectivas de los estudiantes del colegio Juan León Mera “La Salle” respecto a la utilización de los videojuegos como medio para mejorar las habilidades orales. Un total de 64 participantes, 35 hombres y 29 mujeres, participaron en un estudio descriptivo y no experimental. Los datos se recopilaron mediante una encuesta validada por expertos que comprende 29 ítems de escala Likert y cuatro preguntas abiertas. La confiabilidad de la encuesta fue confirmada mediante el coeficiente Alfa de Cronbach (0,900) y fue validada por expertos. El estudio se estructuró en torno a tres preguntas de investigación alineadas con los objetivos especificados. Los resultados indicaron que los estudiantes preferían predominantemente los videojuegos que permitían la competencia en tiempo real, involucrando batallas con otros jugadores en diversos mapas; por ejemplo, Dota y League of Legends son videojuegos que ayudan a mejorar la capacidad de hablar porque los jugadores conocen principalmente a personas extranjeras y el juego. proporciona un vocabulario para expresarse. Además, se identificaron diversas estrategias para mejorar las habilidades orales, con preferencia entre los estudiantes por ayudas visuales como fotografías y videos. En particular, participar en actividades de juego de roles, asumir diferentes roles y participar en conversaciones se identificaron como enfoques efectivos para mejorar las habilidades de expresión oral. Se encontraron desafíos, particularmente en la grabación y autoevaluación de interpretaciones habladas. A pesar de las dificultades, los estudiantes encontraron motivación al compartir historias personales, lo que facilitó un entorno más cómodo y socialmente propicio para expresar opiniones.

Palabras clave: Videojuegos, estrategias, habilidades de expresión oral, jugador.

Chapter I.- Theoretical framework

1.1 Research Background

The following investigative background has been established after completing the stage of bibliographical examination of websites, journals, articles, books, and research related to the subject of the investigation.

Ahmed (2021) carried out research called A Gamification Program to Enhance Speaking Skills of EFL Secondary Stage Students and Their Motivation towards Learning These Skills A Research. The gamification approach that worked to improve first-year secondary students' EFL speaking abilities and boost their interest in speaking instruction is the main objective of the research. Two groups of first-year secondary students (one experimental and one control) participated in the study. The control group received standard training whereas the experimental group received instruction based on the gamification program. After the program was implemented, both groups received a posttest and a scale. This demonstrated that the training had a positive effect on improving participants' motivation and EFL speaking abilities. Therefore, it can be said that gamification is useful in helping secondary-level students improve their EFL speaking abilities and boost their motivation to study speaking.

Additionally, Farhan (2019) conducted a research study called The Role of Gamification in Students' Speaking Learning Activity. The participants in this research are students of SMP IT AN NABA Bogor. This study illustrates how gamification is used when teaching speech. Gamification is a learning strategy that makes use of games or game applications created especially to support learning. Producing, receiving, and processing information are all steps in the interactive process of meaning construction that is spoken language. The material was gathered and examined using qualitative case study research. Research methodology known as a case study is frequently used in the social and life sciences. Interviews and observation were utilized as the instruments to finish the data collection process. Participants in this study were SMP IT AN NABA Bogor students. According to the study's findings, students are more motivated by gamification when learning how to speak. The study's findings indicated that gamification can be used to inspire students to learn how to talk.

Guerrero et al. (2023) managed research called Gamification, a strategy to enhance speaking skills in a blended learning environment where the inability to conduct the

pandemic study on time The COVID-19, documentary resources were used to gather information about the difficulties that most students encounter when learning EFL, allowing it to be concluded that these students struggle with all linguistic abilities, particularly when expressing themselves verbally because they feel inhibited for fear of pronouncing words incorrectly and receiving jeers from their peers. This educational approach uses gamification as a pedagogical strategy in a blended learning environment to encourage ninth-grade students' speaking abilities. Students in Colombian public and private schools in the ninth grade make up the target audience for this project. The pedagogical concept consists of two main environmental topics; two cycles, with a total of seven 90-minute lesson plans, was created to encourage students' oral productions' accuracy and fluency using gamified activities.

Furthermore, Hanifah and Ninggolan (2023) held a research study called E-Module Speaking Based Gamification to Improve Students' Intercultural Understanding where the main aim was to create a gamified e-module for students that are in the second semester of the English Education study program at Universitas Maritim Raja Haji. The study aims to create a "gamified" e-module that will help students in the Speaking for General Communication course better appreciate other cultures. The research used Thiagarajan's 4D model and data analysis techniques. The e-module was developed to address the lack of online learning resources and the insufficient current resources. The e-module was designed with four components and validated for online classes. To conclude, the speaking e-module for general communication was found to be legitimate and suitable for use in an online course by the e-module validation results at the end of the process.

Horowitz and Kenneth (2019) led a research study called Video Games and English as a Second Language. The main objective of the research is that online multiplayer video games may provide comfortable environments for language learners of various languages to develop their communication skills and lessen their fear of using a second language. The author of this study looked at how much time basic and intermediate English as a second language (ESL) college students in Puerto Rico spend playing these games to both of these issues. The findings supported earlier studies that found a connection between playing online multiplayer video games and second-language learners' enhanced confidence and decreased fear when using English. The results showed a statistically significant relationship between them.

Also, Hsieh and Yang (2020) developed a study called *Incorporating Gamification into Website Design to Facilitate Effective Communication* where the aim was to emphasize the use of gamification in website design to improve communication efficiency. Two experimental websites, gamification incorporated and no-gamification incorporated were created. Results show that gamification enhances learnability, pleasure, engagement, and satisfaction, but not usability. The study proposes gamification design guidelines to assist future designers in creating meaningful gamification designs.

Moreover, Pacurucu et al. (2022) managed a research study called *Gamification Strategies and Speaking Fluency in EFL Elementary Students* whose main objective was to analyze the impact of gamification strategies on improving speaking fluency in EFL elementary school students at "Benjamin Sarmiento" School in Ecuador. The mixed methods approach, including pretest and posttest, aims to improve class motivation, speaking fluency, and language acquisition, ultimately leading to better academic results. The outcome was the development of a proposal that would incorporate gamification tools into their education to increase class motivation, speaking fluency, and language learning.

Likewise, Retherford (2020) conducted a study called *The Effects of Gamification on English language learners' motivation and vocabulary growth*. The effectiveness of gamification in an English Language Learner (ELL) classroom for Spanish-speaking elementary students. The experimental group, using Osmo Words games, showed over 40% higher vocabulary growth than traditional worksheets. Students with lower English proficiency levels showed more significant growth. Gamification also increased motivation and engagement, and students commented it as their preferred technique. This innovative approach addresses the instructional needs of Latinx ELLs in the US.

In addition, Safitria et al. (2022) developed a research study called *Gamification and Role Play* in which the COVID-19 pandemic has significantly impacted the education sector, leading to a shift from social interactions to online learning. Educators must find new teaching strategies to engage students and motivate them. Digital platforms, such as gamification, have increased student interest and engagement. In the new normal, offline classes are essential, and active learning activities, particularly speaking, are crucial. A study involving 16 students found that combining gamification and role play in teaching speaking significantly improved students' speaking skills.

Moreover, Winaldo et al. (2022) carried out a study called Influence of Video Games on the Acquisition of the English Language where a notable rise in the proportion of schoolchildren who speak English fluently. College students are being heavily marketed to video games. This study used a survey to look at the connection between playing video games and knowing English. A large number of pupils answered the survey. This included a variety of inquiries about the frequency and quality of video gameplay. Video games have a major impact on language learning, according to research. The most useful elements were vocabulary and pronunciation. Playing video games is a highly rewarding activity that fosters a relaxed yet exciting setting ideal for language learning.

The study emphasizes vocabulary and pronunciation as the most useful elements influenced by video games and directly aligns with the project's goal of improving speaking skills. This supports the notion that video games offer a conducive and rewarding environment for language learning, fostering a relaxed yet exciting environment that can significantly contribute to the improvement of students' oral skills.

The studies quoted before evidence that video games have a meaningful impact on speaking ability because of the integration of video games into language learning has proven to be of significant importance, particularly in enhancing speaking skills. Video games create an immersive and dynamic environment where students engage in real-time communication, fostering an atmosphere that mirrors authentic conversations. The interactive nature of these games compels students to apply and practice their speaking abilities actively, promoting quick thinking and effective verbal expression. Additionally, the visual and auditory stimuli within the gaming context provide a multisensory experience that reinforces language comprehension and pronunciation. By capitalizing on students' natural inclination towards technology and interactive experiences, video games serve as a powerful tool to make language learning enjoyable and effective, ultimately contributing to the development of robust and confident speaking skills.

1.2 Theoretical Framework

1.2.1 Independent variable

1.2.1.1 Information and communication technology (ICT)

Information and communication technology (ICT) in education is the intentional application of digital tools, electronic media, and computational tools within pedagogical contexts to improve the standard, usability, and efficacy of educational processes. It includes a wide range of hardware and software tools, digital content, and approaches designed to enhance instruction, learning, and evaluation in educational contexts, (Martynov, 2019). This highlights the vast potential for integrating video games into language learning as a part of educational technology. Video games can be considered valuable digital content and approach within this broader framework, providing an interactive and engaging platform to enhance speaking skills.

The importance of Information and Communication Technology (ICT) in the education context is that it enables educators to design and deliver richer learning experiences. To create dynamic and interesting pedagogical experiences, multimedia materials, e-learning tools, and educational software are used (Koirala, 2019). Furthermore, ICT is essential to the delivery of distance education because it allows students to engage in academic activities from a distance, overcoming geographic limitations, and meeting a range of educational demands.

Also, Information and Communication Technology (ICT) is useful for giving students access to a sizable database of knowledge and learning materials. This fosters skills in independent investigation, critical thinking, and computer literacy. Moreover, ICT-based adaptive learning platforms and educational software give students individualized instruction and specialized support so they can advance at their speed (Koirala, 2019). Additionally, it is useful for students' and teachers' work because it synchronously and asynchronously uses online collaborative tools, including video conferencing and learning management systems, which promote the creation of shared knowledge and effective communication.

Without a doubt, there are several benefits of ICT in the field of education. For this reason, it is important to know about these tools to incorporate them into the task of teaching and learning.

1.2.1.2 Gamification

Gamification aims to create positive and engaging user experiences by incorporating game-inspired design principles, including elements like points, badges, levels, and leaderboards, into information systems, services, or activities (Koivisto, 2019). This strategy is intended to motivate meaningful engagement, serving both experiential and instrumental purposes. The concept of gamification is not only a design approach but is also recognized as an emerging phenomenon in technology, society, culture, and economics, contributing to the idea that reality is becoming more useful (Koivisto, 2019). Deterding et al. (2011) defined that gamification as the integration of game features into non-game contexts. This study adopts this definition, exploring the application of game features in settings beyond full-fledged games, with a focus on deriving insights for gamification. In various domains, including education, gamification has emerged as a significant trend with meaningful implications.

Krishnamurth (2022) claimed that Gamification offers advantages by enhancing learning, increasing engagement, and fostering collaboration through its real-world applications. Additionally, it proves beneficial in promoting risk-free healthcare decision-making, facilitating remote learning, utilizing learning analytics, and providing prompt feedback. Also, gamification provides various game forms, and to grab students' interest, technology must be key. Different digital platforms have been included during the age of technology, allowing for outstanding efficiency in-class engagement and encouraging improved preparation in the area of EFL teaching-learning. Nevertheless, there is still a gap in the ability to use these technologies in the education of our students in Latin American countries due to teachers' failures to manage platforms and find new strategies, students lose motivation when using smartphones or apps because they cannot speak English fluently, and teachers' strategies are still repetition and memorization (Pacurucu, 2022). Using gamification in classes from different subjects are useful and meaningful.

1.2.1.3 Videogames

Video games ate the integration of game elements and mechanics into the learning process to enhance student engagement, motivation, and overall educational outcomes (Puritat, 2019). This approach often incorporates features like points, badges, and challenges to create a more interactive and enjoyable learning environment, making educational content more compelling and fostering a sense of achievement among students.

Also, gamification refers to the intentional use of game-like elements and structures in the design of instructional activities to promote active participation and a deeper understanding of educational content (Adams, 2022). By incorporating elements such as competition, rewards, and progression, gamification aims to make learning more dynamic, encouraging students to take a more active role in their educational journey.

Gamification is a design strategy that employs principles from game design to optimize the learning experience (Gallego-Durán, 2019). This involves creating a curriculum or educational system that incorporates interactive elements, feedback mechanisms, and collaborative challenges to make learning more engaging, enjoyable, and effective. The goal is to leverage the intrinsic motivation that games often provide to enhance student interest and achievement in educational settings.

Additionally, gamification in video games has evolved as a form of entertainment during the past 10 years. Most obviously, huge technological developments have made it possible for designers to construct complex digital worlds with significantly better sound and graphics. Since the modern gaming experience is far richer than "PacMan," video game design advancements have gone much further. Squire (2023) mentioned that action games are still present in video games, but they are also present alongside simulations, roleplaying games, sports, puzzles, and adventures. In all of these genres, good video game design immerses players in vibrant, interactive digital microworlds.

Video games are increasingly becoming recognized as important educational resources since they present special chances for interesting and successful learning experiences. These engaging online environments could completely alter how students learn and apply information. The contribution of video games to education is highlighted in this context by five crucial factors.

First of all, playing video games creates an engaging learning atmosphere that promotes engagement. They hold students' interest and encourage intrinsic drive and a desire to overcome challenging issues. Thompson (2020) explained that interactive simulations and scenarios are frequently used in educational games to allow students to explore a variety of ideas and theories in a fun and safe environment. Compared to conventional educational approaches, this engagement can result in higher levels of memory and comprehension.

Second, playing video games encourages problem-solving and critical thinking. Many instructional video games demand that players evaluate situations, make choices, and plan to accomplish goals. These practical cognitive abilities provide students with useful skills for problem-solving in a variety of scenarios.

Third, video games provide individual learning opportunities. Games may adjust their content and difficulty level to meet the needs of each student, making sure that they challenge and support players in the right way (Thompson, 2020). This versatility allows for a wide range of abilities and learning preferences, broadening access to education.

Fourthly, playing video games encourages teamwork and cooperation. Achieving objectives in many multiplayer games necessitates cooperation, coordination, and communication between participants. In today's interconnected world, interpersonal skills including effective communication, teamwork, and conflict resolution are crucial for success. These experiences teach students these qualities.

Finally, video games can be effective teaching aids for difficult subjects. They can mimic historical occurrences, scientific investigations, or mathematical concepts, enabling students to study and comprehend abstract or difficult subjects interestingly and interactively (Shliakhovchuk, 2020). Learning is easier to obtain and more pleasurable thanks to these immersive experiences.

THE IMPACT OF VIDEO GAMES

Video games have become a ubiquitous part of modern culture, with billions of people around the world playing them regularly. Boot (2020) analyzed that video games can be enjoyed by people of all ages and backgrounds, and they offer a wide range of experiences, from simple puzzle games to complex role-playing games.

While video games are often seen as a form of entertainment, they can also have a significant impact on our lives. Video games can improve our cognitive skills, teach us new skills, and help us connect with other (Hewett, 2020). They can also be used to promote social change and to educate people about important issues. Videogames have several impacts in the following areas.

Cognitive area

Video games have been shown to improve a variety of cognitive skills, including attention, memory, problem-solving skills, and spatial reasoning. For example, Samson

et al. (2021) demonstrated that action video games can improve players' ability to track multiple objects at once and to switch between tasks quickly. Another study made by Przybylski and Kowalski (2019) examined that educational video games can improve students' math and science skills.

One reason why video games are so effective at improving cognitive skills is that they are engaging and motivating. Players are typically required to use a variety of cognitive skills to succeed in a video game, and they are rewarded for their efforts. This can help to motivate players to learn and to improve their skills.

Social area

Video games can also help us to develop and maintain social relationships. Multiplayer games allow players to interact and cooperate to achieve a common goal. This can help players learn how to communicate effectively, how to work as a team, and how to resolve conflict. Barr (2022) mentioned that video games can also provide a safe and supportive environment for people to connect with others. For example, online gaming communities can provide a sense of belonging and support for people who may feel isolated or marginalized in the real world.

A study done by Przybylski and Rigby (2019) claimed that multiplayer video games can help reduce social isolation and loneliness. The study found that people who played multiplayer video games were more likely to have close friends and to feel connected to others than people who did not play multiplayer video games.

Education area

Video games can also be used to teach students new concepts and skills. Educational video games are designed to be both fun and educational, and they can be used to teach a wide range of subjects, including math, science, history, and language arts. Furthermore, educational video games can be particularly effective for teaching students who are struggling to learn in a traditional classroom setting. Video games can provide a more engaging and interactive learning experience, and they can help students to learn at their own pace. According by Gee et al. (2019) argued that educational video games can improve students' math and science learning outcomes. The study found that students who used educational video games in the classroom performed better on math and science standardized tests than students who did not use educational video games

Social changes

Video games can also be used to promote social change and to educate people about important issues. For example, video games have been used to raise awareness about issues such as climate change, social justice, and mental health. Moreover, video games can also be used to teach people new skills and to promote positive behavior change. For example, video games have been used to teach people about financial literacy, healthy eating habits, and how to manage their anger. Hamari and Sjöblom (2019) discussed that video games can be used to promote positive social change. The study found that a video game designed to teach people about financial literacy helped players improve their financial knowledge and behaviors.

Video games have a significant impact on society, both positive and negative. It is important to be aware of the potential benefits and risks of video games and to use them responsibly. Video games can be used to improve our cognitive skills, teach us new skills, and help us to connect with others.

VIDEO GAMES USED IN EDUCATION

Educational video games have become a potent tool in contemporary teaching, exploiting gaming, involvement, and interactivity to promote successful learning experiences. The most popular video games used for education include "Minecraft: Education Edition," "Kahoot!," "Foldit," and "Duolingo." These video games cover a wide range of subjects and academic goals, providing players of all ages and educational backgrounds with a variety of educational advantages, especially videogames can improve the language area.

Minecraft, an open-world sandbox game, has been adapted for educational purposes through the "Minecraft: Education Edition." Hooshyar (2021) claimed that this game promotes student teamwork, creativity, and problem-solving skills. Minecraft's emphasis on building with blocks fosters the development of spatial awareness, mathematical reasoning, and architectural design abilities. The game can educate history, engineering, and even computer programming, according to educators. It offers a flexible, engaging learning environment that allows students to actively explore and create ideas.

Kahoot! is an educational platform focused on quizzes that has grown in popularity because it can engage students enjoyably and competitively. It encourages active involvement and knowledge retention using game-based learning methods (Khakpour, 2021). Quizzes on a range of topics are available for students to create and take. It is an

often-utilized tool in classrooms and online learning contexts since it not only strengthens memory but also promotes positive competition, teamwork, and feedback.

Foldit, is an interactive online game that involves solving puzzles that have a special biochemistry and molecular biology instructional component. Complex protein-folding problems with practical implications in scientific research are given to gamers to solve (Tehrani, 2021). The game successfully taps into the global player pool's collective intelligence to increase knowledge. Foldit is an example of how video games have the potential to provide a platform for group collaboration on difficult subjects.

Duolingo is a language-learning program that makes learning a language fun. Its game like features, such as achievement tracking, point systems, and progress tracking, encourage learners to actively interact with language content (Loewen, 2019). According to research, Duolingo can be a useful addition to conventional language training, improving vocabulary development and language ability.

To conclude, educational video games like Minecraft: Education Edition, Kahoot!, Foldit, and Duolingo are just a few examples of the wide range of resources that show how gaming may be incorporated into classroom environments. They motivate students, encourage critical thinking, encourage teamwork, and provide exceptional specific subjects benefits. More research is needed to better understand how these games affect learning outcomes and to investigate novel ways to include them, in the curriculum as educators increasingly acknowledge the usefulness of these games.

VIDEO GAMES IN THE ENGLISH LANGUAGE

In recent years, there has been curiosity about the link between speaking abilities and video games. Some study indicates that video games can have a good effect on speaking skills, particularly in the context of language acquisition and communication, even though they have frequently been criticized for their tendency to isolate players and obstruct conversation (Winaldo, 2022). Video games can help children and teenagers to improve their language abilities.

Online multiplayer video games have become a platform for in-game chat between participants. Players typically connect with teammates in these games using voice or text chat to plan their strategies. Deterding (2020) highlighted that Language learners and others wishing to improve their speaking abilities may benefit from this communication

because it frequently needs quick thinking and the capacity to articulate ideas clearly and effectively.

Additionally, video games with in-depth storylines and open-world exploration features expose players to a wide variety of in-game conversations and storytelling. By enhancing vocabulary, language comprehension, and storytelling abilities, immersion in virtual environments can indirectly increase speaking abilities, (Checa, 2020). Video games have the power to change a simple story into an incredible adventure.

The potential educational uses of video games must be taken into account. There are now gamified language learning services that let users practice speaking and communication skills in a fun and engaging setting. Zhan (2022) identified that the effect of gamification on language acquisition and speaking abilities is still being investigated in this field of study.

Though some research indicates that playing video games might improve speaking abilities, it is critical to stress the value of moderation and appropriate gaming. According to Kato et al. (2020), excessive gaming can hurt interpersonal relationships and general well-being when the use of video games is excessive.

Future studies should continue to look into the complex connection between video games and language acquisition while taking into account potential negative effects on both kids and adults. Research should also examine the best ways to incorporate gamified language learning platforms into classroom environments to improve speaking abilities, (Dehghanzadeh, 2021). Also, some platforms can work not only in speaking abilities but in vocabulary.

In conclusion, when applied videogames carefully and for a specific reason, it may present opportunities for improving speaking abilities, particularly in the context of language learning and communication. Platforms for gamified language learning have the potential as a tool for language improvement. However, additional study is required to comprehend the full range of effects and create policies for responsible gaming and educational uses.

VIDEO GAMES AS TEACHING STRATEGIES

Video games have become an innovative pedagogical approach to education, providing a lively and captivating learning environment. Using video games in the classroom offers several chances to improve instructional strategies. Using pertinent academic sources as

a guide, this debate explores the use of video games as teaching tools, emphasizing their effects on motivation, critical thinking, and skill development (Cascella, 2023).

Videogames develop analytical thinking and problem-solving abilities. A lot of video games have intricate puzzles that call for players to think strategically, assess the situation, and adjust to shifting conditions. Higher-order thinking abilities, such as evaluation and problem-solving, are fostered by this process and are essential for learning and personal development (Shao, 2019). According to Abbate et al. (2023), playing video games helps players strengthen their strategic thinking and flexibility as they maneuver through challenging game scenarios. Such critical thinking abilities are also applied in educational settings, where students are encouraged to think critically and solve problems through the use of video games as a teaching tool.

Moreover, video games, provide a special opportunity for hands-on learning and skill improvement. Learning games are frequently made to imitate real-world scenarios and offer hands-on experiences, enabling students to put their theoretical knowledge into practice. According to, Krousk et al. (2022) this experiential method has demonstrated promise in industries such as healthcare and military training. Based on Abbate (2023), video games can offer a rich learning environment that helps students improve a variety of abilities, such as teamwork and problem-solving. Thus, including video games in instructional tactics promotes a comprehensive learning environment that improves skill development, efficiently.

Incorporating video games into educational contexts as teaching strategies offers significant advantages, including heightened engagement, improved critical thinking skills, and the development of practical abilities.

TYPES OF VIDEO GAMES LEARNERS USE

1. Sandbox

The term "sandbox" finds its prominence primarily in the realm of technology and is also recognized within specific video games, wherein it is frequently associated with characteristics such as player autonomy, expansive and unstructured virtual environments, and a departure from conventional linear gameplay narratives. Arlt (2023) corroborated that the sandbox genre has undergone a notable evolution, expanding from its initial niche status to encompass a diverse array of titles.

In these games, players are often presented with less well-defined objectives and narrative trajectories to pursue. Rather than adhering to a traditional framework of vanquishing adversaries and rescuing damsels in distress, they are presented with a multitude of tasks that can be achieved through various methods, thereby engendering immersive experiences that encourage experimentation with unfamiliar game mechanics, (Arlt, 2023). Some mechanics games do not work that is why, it is important to use didactic and innovative games to teach.

Sandbox titles can, on occasion, exhibit a high degree of conceptual abstraction and may even lack some of the conventional and easily recognizable gameplay elements. According to Arlt (2023) mentioned that a seminal illustration of this concept can be found in the 1984 game "Elite," characterized by its minimalist design and gameplay centered around combat, exploration, and trade. This title also notably introduced an early implementation of procedural generation.

Simulation games, such as "The Sims," have increasingly garnered recognition as members of the sandbox genre, as have numerous prominent franchises, including "Minecraft" and "Grand Theft Auto." Pavlovic (2020), As virtual game worlds expand in scale and narrative diversity, it is foreseeable that further intersections and overlaps with other gaming genres will emerge.

2. Real time strategy (RTS)

According to Pavlovic et al. (2020), originally introduced as a marketing terminology in the context of Westwood Studios, "Dune II," Real-Time Strategy (RTS) games had been in existence for a considerable duration before achieving widespread recognition among the gaming community. Owing to their enduring popularity and the proliferation of novel sub-genres within this category, RTS games continue to occupy a prominent position within the landscape of video games.

In the quintessential RTS title, such as "Dune II," both human and AI players assume control of distinct factions and engage in concurrent competition, operating in "real time" rather than adhering to the turn-based strategy paradigm. These games conventionally incorporate elements of resource management and map control, and frequently adopt a top-down perspective for gameplay.

Prominent exemplars within the RTS genre encompass titles like "Warcraft," "Age of Empires," and "Command & Conquer," although the scope of noteworthy titles extends beyond these well-known instances. Furthermore, within the realm of turn-based strategy games, enthusiasts hold in high regard franchises such as "Civilization" and other notable counterparts, (Mukherjee, 2019). Notably, there exist games that purposefully amalgamate elements from both styles to engender a hybrid gameplay experience, as exemplified by the "Total War" franchise. For a more comprehensive inventory of such titles, a compendium of the finest RTS games is available for reference.

3. Shooter (FPS and TPS)

Following Pavlovic et al. (2020), the shooter genre, with its origins dating back to early iterations, has undergone diversification, yielding two primary sub-genres: the firstperson shooter (FPS) and the third-person shooter (TPS). Notably, many contemporary titles offer the flexibility for players to seamlessly transition between these perspectives. This versatility extends to the battle royale sub-genre, wherein games such as Fortnite and Player. Unknown's Battlegrounds predominantly function as either first or third person shooters.

The defining characteristic distinguishing FPS from TPS is the vantage point. FPS games emulate the perspective of the human field of vision, replicating what the in-game character observes, as exemplified by franchises like Half-Life, Call of Duty, and DOOM.

On the other hand, Pavlovic et al. (2020), TPS positions the viewpoint at a greater distance, affording a comprehensive view of the player character and the surrounding game environment, as demonstrated in series such as Gears of War and Tom Clancy's The Division.

While the fundamental premise of these games is straightforward, it has undergone manifold reinterpretations over the years. Pavlovic et al. (2020) emphasized that older gamers may recollect early arcade and rail-shooter formats characterized by linear gameplay and uncomplicated settings. Additionally, there exist shoot-em-ups (or "shmups") and bullet-hell games, which hinge heavily on rapid and precise gameplay centered around extensive gunfire.

Despite the conventional categorization of shooter games into FPS and TPS sub-genres, discussions often encompass these elements within broader game contexts (Pavlovic, 2020). For instance, Grand Theft Auto V exemplifies this amalgamation, as it aligns with

contemporary open-world sandbox games but simultaneously integrates substantial TPS components, with the option for players to adopt a first-person perspective. Conversely, the Halo series garners distinction primarily for its pioneering FPS gameplay.

4. Multiplayer online battle arena (MOBA)

An increasingly burgeoning subgenre that exhibits interconnections with various other gaming styles, multiplayer online battle arena (MOBA) games share numerous attributes with real-time strategy (RTS) games. Pavlovic et al., (2020) outlined that these commonalities encompass a predominant top-down perspective, which accentuates the significance of map management and resource allocation, along with the element of Realtime competition among players.

However, Pavlovic (2020) synthesized that the principal distinction between MOBAs and RTS games lies in the player's character and role. In MOBA games, players are typically assigned a faction alignment and encounter several foundational elements reminiscent of RTS gameplay, yet they exercise control over a solitary character. This stands in stark contrast to most RTS titles, where the gameplay revolves around the construction of communities and the command of multiple units.

Furthermore, MOBA games place a premium on multiplayer interactions and teamwork (Li, 2019). Although certain renowned titles incorporate AI-driven components, the predominant mode of engagement involves playing alongside and competing against fellow human participants to fulfill a predefined set of victory conditions.

The MOBA niche is predominantly characterized by the dominance of "Dota 2" and "League of Legends," both of which have cultivated substantial audiences within the realm of eSports. For further insight into this burgeoning genre, one may explore our catalog of the Top 10 Best MOBA Games for PC, which offers an overview of the most acclaimed titles in this category (Li, 2019). Moba Games are useful and meaningful to teach English as a foreign language

5. Role-playing games (RPG, ARPG, and more)

The fundamental concept underpinning role-playing games (RPGs) is a straightforward and ubiquitous one across numerous gaming contexts: players either craft or assume control of a character, subsequently advancing their character's capabilities by accumulating experience points. RPGs represent a foundational and enduring element of

the gaming landscape, distinguished by their notable diversification into various subgenres. In light of this, Pavlovic (2020), claimed that we present an overview of some of the most prevalent RPG sub-genres, accompanied by brief explanations for each:

1. **RPG:** Encompassing a wide spectrum of niches and sub-genres, this category spans diverse forms, ranging from traditional tabletop gaming involving cards and dice (e.g., Dungeons & Dragons) to video game RPGs (e.g., Fallout).
2. **ARPG:** Action RPGs, or ARPGs, emphasize intense combat elements while retaining many conventional RPG features, as exemplified by titles like "The Witcher 3."
3. **CRPG:** The term "Computer RPG" typically designates RPGs developed in the Western context for PC gamers, such as the first two installments of the Fallout series.
4. **MMORPG:** Merging the format of massively multiplayer online gaming with RPG elements, MMORPGs are characterized by titles like "World of Warcraft," "EVE Online," and "Elder Scrolls Online."
5. **TRPG:** Tactical role-playing games (TRPGs) bear a resemblance to strategy games but introduce a heightened emphasis on strategic thinking and real-time decision-making, as observed in the "XCOM" series.
6. **Roguelike:** This sub-genre traditionally adheres to specific criteria, including turnbased gameplay, the presence of permadeath mechanics, the utilization of tile graphics, and procedural level generation. However, contemporary examples, such as "The Binding of Isaac" and "Spelunky," pivot toward action and platforming gameplay while maintaining the core roguelike spirit.
7. **Roguelite: Roguelites:** The deviation from conventional roguelike characteristics by excluding one or more fundamental elements. Definitions of this sub-genre may exhibit variation, but "Rogue Legacy" is widely recognized as an illustrative instance.

While a variety of RPG-related terms may surface in gaming discourse, these enumerated sub-genres represent some of the most prevalent and essential categories to consider. Readers seeking further insight into this domain may find additional information in our compilation of "The 10 Best RPG Games of the Last Decade."

Examples of RPG titles include: "Skyrim," "The Witcher 3" (an Action RPG), and "Fallout 4."

6. Simulation and sports

These genres have undergone significant evolutionary developments throughout the years, and they are often regarded with a certain degree of thematic convergence. However, it is the recent advancements in graphic technology that have facilitated the provision of distinct and immersive gaming experiences. These latest iterations have notably elevated the standard of detail and serve as exemplars of the expansive potential inherent in the realm of gaming (Pavlovic et al. 2020)

Sports games have diversified in their offerings, establishing comprehensive collaborations with prominent sports organizations, spanning the domains of racing tracks, playing fields, and courts. Prominent examples such as NBA 2K and Madden NFL have garnered recognition for their meticulously crafted renditions of professional basketball and football, respectively, while the Forza series is emblematic of simulation style automotive racing.

In the simulation genre, the landscape encompasses a broad spectrum of titles, encompassing sandbox experiences, world-building games, and virtual reality simulations. The predominant focus lies in the development of immersive and lifelike game environments replete with grand-scale scenarios, though more compact and focused encounters may center around specific locales or experiences.

Pavlovic et al. (2020) corroborated that Minecraft and The Sims serve as notable illustrations of simulation games that additionally align with the sandbox sub-genre. For an expanded exploration of the simulation genre, readers are encouraged to explore our article on the "6 Best Simulation Games on PC".

7. Puzzlers and party games

Puzzle games and party games exhibit a noteworthy intersection, both placing a fundamental emphasis on the mechanics of gameplay. In both genres, Pavlovic et al. (2020) argued that one can anticipate engaging in games founded upon thematic premises or conventional tabletop games characterized by specific rule sets.

Party games take this fundamental premise a step further by often incorporating multiplayer aspects and intensifying the focus on interactive gameplay. Notably, Pavlovic et al. (2020) demonstrated that the Mario Party series stands out in this regard, enjoying

substantial popularity and spawning an extensive array of more than 10 core installments and spin-off iterations.

Conversely, puzzlers, also recognized as puzzle games, manifest a spectrum of complexity, ranging from the simplicity of games like Minesweeper to more intricate and immersive offerings featuring elaborately crafted virtual environments and hybrid gameplay elements. The Tomb Raider series provides an illustrative example in which puzzles are intrinsically woven into the conventional adventure narrative and setting, functioning as integral game mechanics (Howard, 2022). Furthermore, mini-maps frequently serve as puzzles to be solved or uncovered during the course of the game.

Representative instances within the puzzler and party game domains encompass titles such as "Jackbox Party Pack" (exemplifying the party game category), "The Talos Principle" (representative of puzzler games), and "Portal 2" (another instance of a puzzler).

8. Action-adventure

According to Pavlovic et al. (2020), among the earliest hybrid genres to gain recognition, action-adventure games prominently intertwine narrative development and combat mechanics, underscored by an emphasis on story immersion and tightly structured gameplay dynamics. Consequently, this category accommodates a diverse array of titles, exemplified by the iconic Legend of Zelda franchise, which played a seminal role in laying the foundation for numerous subsequent game series.

Discerning users typically distinguish between the action and adventure facets of a game based on how effectively it harmonizes the narrative component with elements of simulated combat. Ubisoft's enduringly popular Assassin's Creed series, introduced in 2007 and characterized by its frequent releases, has garnered acclaim for its high degree of player immersion. Pavlovic et al. (2020) said that the franchise's noteworthy feature is its capacity to transport players to an assortment of historical landscapes, spanning from the Industrial Revolution-era London (as portrayed in Syndicate) to ancient Greece (as depicted in Odyssey).

Pavlovic et al. (2020) mention that the notable among more recent releases, Star Wars Jedi: Fallen Order, which arrived in late 2019, has been well-received as an exemplar of the action-adventure genre, produced by Respawn Entertainment, previously recognized

for their work on the Titanfall series. Additional contemporary examples encompass the Watch Dogs series, Sekiro, and the Arkham games.

It is essential to acknowledge that adventure games constitute a distinct genre in their own right, often encompassing the point-and-click subgenre. This sub-genre typically involves players engaging in first-person problem-solving, such as unraveling mysteries or deciphering puzzles. Classic titles such as *Escape from Monkey Island*, *King's Quest*, and *Day Of The Tentacle* serve as cornerstones of this sub-genre.

9. Survival and horror

Survival and horror games exhibit a notable degree of overlap, to the extent that they have given rise to a distinct sub-genre known as "survival horror." In particular, horror games commonly share fundamental attributes with their survival game counterparts, although the reverse relationship is less frequently observed (Joshi, 2022). With developers increasingly integrating first-person shooter (FPS) and conventional shooter elements into certain horror and survival titles, a prevailing discourse revolves around the precise classification of these games.

Additionally, Pavlovic et al. (2020), survival games are underpinned by a central gameplay mechanics framework that revolves around the judicious management of resources, frequently incorporating crafting or salvage systems to enable players to sustain the survival of their in-game character. Exemplifying this category are well-known titles such as *Minecraft* and *Don't Starve*, with *The Long Dark* offering an even more intense focus on survival mechanics through a dedicated mode that intensifies the game's level of difficulty (LaFauci, 2021). Some games are challenging than others but the video games mentioned are useful for developing speaking skills.

Conversely, the horror genre encompasses a broader spectrum, arguably encompassing an extensive array of survival titles. LaFauci (2021) emphasized that games within this genre are typically characterized by elements such as zombies, post-apocalyptic narratives, or an abundance of jump scares, and they often feature psychological elements designed to immerse players through tension and suspense. Pure horror titles include notable instances such as "*Amnesia: The Dark Descent*," "*Alien: Isolation*," and "*Blair Witch*." Nevertheless, the most prominent horror titles tend to gravitate toward the survival-horror category, as exemplified by franchises like "*Resident Evil*" and "*Evil Within*".

10. Platformer

In the realm of gaming genres, platformers stand out as a category that has remained remarkably consistent in its core concept over the years. These games evoke a strong sense of nostalgia and dedication to their foundational elements, often harkening back to the earliest 2D side-scrolling adventures. Melcer (2020) claims that platformers primarily involve activities such as running, climbing, and jumping, empowering players to explore and navigate their way through intricately designed and challenging levels.

Characterized by a side-view perspective and straightforward controls, platform games have preserved their original essence, with Donkey Kong often recognized as the inaugural exemplar of this genre (Brinks, 2020). This iconic game subsequently paved the way for enduring classics like Super Mario Bros. and later introduced the gaming world to Sonic the Hedgehog. In the ensuing years, Naughty Dog's inaugural Crash Bandicoot title offered a unique perspective with a head-on camera angle and an abundance of charismatic appeal.

Platformers have maintained their popularity among both independent game studios and dedicated gamers, enduring as a cherished genre. Moreover, they have demonstrated their adaptability through an array of RPG crossover titles and excursions into more specialized and esoteric niches. Pavlovic (2020) corroborated that exemplifying this adaptability, games like "Ori and the Blind Forest" incorporate puzzle-solving and adventure elements, while "Cuphead" distinguishes itself with its remarkable hand-drawn animation and substantial gameplay challenge.

VIDEO GAMES ADVANTAGES

1. Cognitive Benefits

In contrast to conventional perceptions that engagement in video gaming represents a form of intellectual indolence and sedation, recent empirical investigations reveal a substantial array of cognitive skills that are fostered by such activities. Green et al. (2012) claimed that particularly noteworthy in this regard are shooter video games, often referred to as "action" games within academic discourse. These games, despite their occasionally violent theme, have exhibited noteworthy efficacy in cognitive enhancement.

The most compelling substantiation for this assertion derives from an assortment of training studies that recruit individuals with limited or no prior exposure to shooter video

games, colloquially termed "naive gamers." These studies randomly allocate these individuals to partake in either a shooter video game or an alternative video game for equivalent durations. In comparison to control counterparts who did not engage in gaming, participants exposed to shooter video games demonstrated accelerated and more precise allocation of attention, augmented spatial resolution in visual processing, and refined mental rotation abilities (Green, 2012).

Furthermore, a recently conducted meta-analysis by Uttal et al. (2013) highlighted that additional weight to these findings. The meta-analysis revealed that the enhancements in spatial skills achieved through the engagement with commercially available shooter video games are tantamount to the cognitive benefits conferred by formal educational courses targeted at the enhancement of these very same skills, as dispensed at high school and university levels.

2. Motivational Benefits

Game designers possess a remarkable ability to captivate individuals of diverse age groups within virtual realms. They have honed their craft in drawing players into these environments, motivating them to pursue significant objectives, persevere in the face of repeated setbacks, and savor the infrequent moments of triumph achieved through the successful completion of demanding tasks. This section does not delve into the motivations driving children and youth to engage in video gaming, as that is covered elsewhere (Olson, 2010). Instead, the focus here is on delineating specific attributes of video games that appear to foster an efficacious motivational approach, both within the gaming context and beyond.

To be precise, Dweck (2005), extensive research spanning decades in the fields of developmental and educational psychology has indicated that motivational styles characterized by unwavering persistence and sustained, deliberate engagement are integral components of achieving success and accomplishments.

3. Emotional Benefits

Drawing from the well-established Uses and Gratifications Theory, which is one of the oldest and empirically supported theories in the field of communication research, individuals commonly cite the management of their emotional states and the enhancement of their moods as principal motives for consuming a variety of media forms (Kujur, 2020). Within this context, gaming emerges as a highly efficient and potent avenue for children

and youth to engender positive emotional experiences. Several empirical studies have established a causal relationship between engaging with one's preferred video games and the amelioration of mood and the augmentation of positive affect (Przybylski, 2006).

For instance, research indicates that the act of playing puzzle video games, characterized by minimal interfaces, brief time commitments, and a high degree of accessibility, can contribute to the enhancement of players' emotional states, fostering relaxation, and mitigating feelings of anxiety (Russoniello, 2019).

4. Social Benefits

Contrary to prevailing stereotypes, the typical gamer does not conform to the image of a socially isolated and socially inept individual who predominantly spends their time in solitary leisure, idling on a couch (Lenhart, 2008). An overwhelming majority of gamers, well exceeding 70%, engage in gaming activities in the company of friends, participating in either cooperative or competitive gameplay (Association, 2012)

For instance, consider the widespread popularity of virtual worlds such as "World of Warcraft," a multiplayer fantasy game set in an expansive virtual realm, boasting a considerable regular player base of 12 million individuals. Similarly, "Farmville," one of the most widely enjoyed social networking games accessible on Facebook, recorded over 5 million daily users in 2012 (Gill, 2012). Within these intricate virtual social communities, individuals are routinely confronted with real-time decisions involving matters of trust, rejection, and effective leadership within a group dynamic. Given the deeply immersive and intricate nature of these social contexts, we posit that gamers are swiftly acquiring and refining social competencies and prosocial behaviors that have the potential to extend beyond their gaming interactions and manifest in their relationships with peers and family members outside of the gaming milieu (Gentile, 2019).

VIDEOGAMES DISADVANTAGES

Video games, have become increasingly popular as a kind of entertainment and are frequently praised for having possible cognitive advantages. Nevertheless, they do have certain drawbacks. This conversation examines a few of the negative aspects of video games, referencing pertinent scholarly works and sources.

1. Sedentary lifestyle

Video games are frequently associated with sedentary lifestyles, which can result in a number of physical health problems. Extended idle time spent gaming raises issues like obesity, musculoskeletal disorders, and a higher risk of cardiovascular illness (Tholl, 2022). According to Levine et al. (2021), the American Heart Association is concerned about the negative health impacts of excessive screen time, which includes video gaming, especially for young people.

2. Addiction and social isolation

Furthermore, addiction and social isolation have been associated with excessive video game use. Some people could lose themselves in their gaming to the point where it interferes with their social life and obligations. Ghali et al. (2023) claimed that playing video games problematically is linked to worse social functioning and subpar academic achievement. Video games' addictive qualities might result in obsessive gaming behavior that interferes with day-to-day activities.

3. Aggressive and violent behavior

Also, the possible connection between aggressive conduct and violent video games is an issue of continuous discussion. Numerous researches have indicated a link between playing violent video games and an increase in aggressive feelings, thoughts, and actions (Kersten, 2022). The American Psychological Association has voiced worries about the possible influence of violent video games on the aggressive behavior of young people. Furthermore, a diminished emotional response to actual violent circumstances and desensitization to violence may result from prolonged exposure to violent content (Zulfiqar, 2021). Some circumstances provoke violence and a cause could be violent video games.

In conclusion, while video games offer numerous benefits, it is essential to recognize and address their potential disadvantages. These include physical health concerns, social isolation, addiction, links to aggressive behavior, and negative effects on academic and cognitive development. Understanding the drawbacks of video games allows for a balanced perspective and encourages responsible gaming habits and policies.

1.2.2 Independent variable

1.2.2.1 English language

The age of the learner is one of the key variables that affect English language acquisition. The idea that language learning has a "critical period" throughout childhood and is most effective during this time has been disputed for a long time in second language acquisition (SLA) research. Conforming to Abdullaev (2021) claims that young learners do have an edge in developing native-like pronunciation and intonation, but adults also have cognitive benefits, like as awareness of metalinguistics and the ability to solve problems, which can help the learning process. Therefore, age has a big impact on language learning, but it is not the only factor. This impact represents a disadvantage for children because pronunciation and vocabulary acquisition a difficult due to the stage of development they are experiencing.

Following Feng et al. (2020), motivation is a critical driver of language learning success. Intrinsic motivation, stemming from genuine interest and enjoyment of the language, often leads to more sustainable language acquisition. Extrinsic motivation, such as the desire for career advancement or passing examinations, can also be influential. Moreover, integrative motivation, which involves a desire to connect with the culture and people associated with the language, plays a crucial role in achieving communicative competence in English.

Sociocultural influences significantly impact language acquisition (Wang, 2020). Language competency can be greatly improved by exposure to real language use, cultural immersion, and interactions with native speakers. Furthermore, students who participate in cross-cultural activities and are open to different viewpoints typically have a richer and more contextually appropriate usage of English. Therefore, cultural sensitivity and intercultural competency become crucial components of effective language acquisition.

The process of learning a language effectively involves several procedures and strategies. The approach to teaching languages that emphasizes interactive tasks and real-world dialogue has grown in popularity. Another successful approach is task-based language training, which stimulates language use and problem-solving in relevant circumstances. However, Moser (2021) claims that the methodology used should be customized to the requirements and objectives of the learners, and a balanced approach that integrates the best aspects of many techniques is frequently advised.

On the way to becoming proficient in the English language, language learners face a number of obstacles. These difficulties include syntactic nuances, grammatical complexities, and difficulties with vocabulary learning. Additionally, Bailey (2020) outlined that pronunciation issues that are influenced by the phonology of the learner's original tongue might be very challenging. Additionally, learners may experience understanding difficulties as a result of the various regional accents and slang terms used throughout the English-speaking world.

Despite the development of technology, the study of English language acquisition has continued to change. Park et al. (2022) mentioned that language teaching has been transformed by the incorporation of technology, especially computer-assisted language learning (CALL) and online platforms. By tailoring education to each learner's requirements and preferences, artificial intelligence (AI) and machine learning algorithms have made personalized language learning experiences available. Exciting potential for improving language ability and access to English learning resources are presented as technology continues to change the environment of language acquisition.

In conclusion, a variety of interrelated elements, such as age, motivation, sociocultural context, instructional strategies, and technology improvements, have an impact on how well English is learned. To successfully traverse the complex world of language acquisition, instructors and learners must have a solid understanding of these components and how they interact.

1.2.2.2 Linguistic Skills

Nowadays, developing great English language abilities is becoming increasingly important. This essay explores the value of having a strong command of the English language and provides a thorough framework for skill development. The importance of English language skills to communicate in English is essential for social integration, professional advancement, and academic success. According to Bacha et al. (2021), being fluent in English enables people to speak effectively in a variety of settings, promoting cross-cultural understanding and interconnectedness on a global scale.

Moreover, the importance of various language abilities within the English language competency framework has recently come to light in studies. There are four fundamental abilities in the English language that are crucial for learning the language. For instance,

reading comprehension is essential to success in school and the workplace. According to Septiyana et al. (2021), reading ability is related to greater general language abilities and higher academic accomplishment. Similar to this, writing abilities are necessary for efficient communication and academic success. Putri (2021) demonstrated that effective writing abilities help to thought and expression being outlined clearly. Therefore, in order to excel in their academic and professional efforts, people must concentrate on honing these language abilities.

Speaking and listening abilities are both crucial components of English language competency. Xolmurodova et al. (2021) showed that good listening abilities are necessary for successful communication, language learning, and comprehension. Furthermore, Rao (2019) revealed that being able to speak clearly and confidently allows people to participate in important dialogues. These abilities are essential for debates in the workplace, social contacts, and academic presentations.

An encouraging learning environment must be established to effectively enhance English language proficiency. The importance of cultural awareness and intercultural competency in language learning is emphasized by Thompson (2020). Giving students the chance to interact with individuals from various cultures and viewpoints improves their language abilities and fosters empathy and understanding. To build skills, teachers' criticism and direction are also very important. Constructive criticism, by Bacha et al. (2021), aids language learners in identifying areas for development.

Receptive skills

Effective communication requires a variety of productive and receptive skills in the English language. Writing and speaking are examples of productive skills, whereas reading and listening are examples of receptive skills. Being able to communicate ideas and thoughts verbally and in writing is a critical productive talent. According to Xiuwen et al. (2021) argued that order, coherence, and clarity are essential for effective writing. Conversely, speaking is an interactive skill that calls on the capacity for idea articulation and speech communication. Rao (2019) highlighted the significance of communicating with fluidity, clarity, and appropriate use of grammatical structures.

Reading is a receptive ability that includes reading, comprehending, and analyzing written materials. It is important for both academic achievement and language learning.

According to Gustanti (2021), effective comprehension techniques including skimming, scanning, and inferencing are displayed by proficient readers. Another receptive skill that involves understanding spoken language is listening. According to Afriyuninda (2021), having good listening abilities is essential for understanding, picking up new languages, and having successful conversations.

Also, receptive skills involve passive linguistic comprehension. Decoding written language, comprehending vocabulary and grammar, and drawing conclusions are all necessary for reading comprehension. The value of reading techniques including analyzing, summarizing, and planning is emphasized by Mulyadi et al. (2021). Understanding spoken language, recognizing important details, and understanding various accents and speech patterns are all part of the listening process (Simamora et al, 2020). The different kind of speech patterns make the understanding more difficult to the students that are learning a foreign language.

These can be developed using a variety of methods. Improved reading abilities result from extensive reading, reading comprehension activities, and exposure to various literature. According to Ariantini et al. (2021), active participation in listening exercises, in-depth listening, and realistic audio resources all improve listening abilities. Thanks to online resources and language learning apps, technology integration can also offer chances for practice and self-guided learning in both productive and receptive skills (Simamora, 2020). This paper emphasized the availability of such resources not only expands access to learning materials but also facilitates opportunities for independent practice and selfguided learning. By integrating technology into language learning, individuals can engage in activities that promote the development of both productive (speaking and writing) and receptive (listening and reading) skills. This shift towards digital tools represents a paradigmatic evolution in language education, fostering a dynamic and interactive learning environment that empowers learners to enhance their proficiency at their own pace.

Productive Skills

On the other hand, productive skills are spoken and written language. These skills give access to a vast variety of knowledge, viewpoints, and ideas made possible by reading. Gustanti et al. (2021) emphasized the role that effective reading abilities play in the growth of vocabulary, cultural knowledge, and critical thinking. Understanding spoken

language in a variety of settings, including media, discussions, and lectures, requires good listening abilities. According to Afrituninda (2021), good listening abilities promote language learning and intercultural competency.

It demands active linguistic production. The capacity to create grammatically sound sentences, use acceptable terminology, and coherently communicate ideas are all necessary writing skills. According to Onishchuk et al. (2020), writing must be accurate, well-structured, and clear. Conversely, speaking requires fluency, pronunciation, intonation, and the capacity for participation in conversations and presentations.

Furthermore, productive skills enable people to communicate their ideas and thoughts. Writing offers the chance to consider, evaluate, and explain sophisticated arguments. According to Handayani et al. (2020), strong writing abilities support analytical thinking and academic achievement. People can converse, convey their thoughts, and make presentations by speaking, on the other hand. According to Smith (2021), good public speaking techniques promote self-assurance, social skills, and persuasive communication.

These skills require practice and feedback for improvement. In order to improve writing abilities, writing workshops, peer editing, and instructor comments are all beneficial. Onishchuk et al. (2020), stress the value of providing helpful criticism when resolving grammatical issues and raising the caliber of written work.

1.2.2.3 Speaking skills

The importance of speaking skills in language learning and communication must be emphasized. The development of effective communication in both personal and professional contexts depends on the development of strong speaking abilities. They are essential for effectively and eloquently expressing thoughts, opinions, and information (Trenholm, 2020). Strong speaking abilities in academic settings enable active engagement in class debates, presentations, and group projects, providing a climate for improved learning. These abilities are highly prized in the workplace because they support career success, leadership, and the capacity for persuasion and influence (Andersen, 2019). Furthermore, effective oral communication encourages people to express themselves with assurance, participate in fruitful discussions, and create longlasting interpersonal bonds (Braithwaite, 2021). Speaking abilities are also necessary for public advocacy, allowing people to advance social or political objectives and bring about

favorable societal changes. Speaking abilities are crucial for both professional and personal success, making them an essential part of language instruction and communication proficiency.

Effective speaking is essential in both professional and academic settings. Success in a variety of disciplines depends critically on the capacity to communicate information, engage in meaningful discussions, and clarify ideas (Boswood, 2020). Speaking abilities include our tone of voice, body language, and nonverbal indicators in addition to the words we use (Ezeh, 2021). The significance of speaking abilities and their influence on academic, professional, and personal development are highlighted in this discussion.

Students must have excellent speaking abilities to succeed in school. Effective verbal communication is necessary for many tasks in the classroom, including conversations, presentations, and debates. Speaking abilities help students communicate their knowledge and perspectives, as well as develop their capacity to interact with peers and engage with course topics. According to Zaim et al. (2020), students with good speaking abilities frequently outperform their peers academically and engage in more classroom activities.

Speaking skills are important in the workplace as well. People must be able to communicate coherently with coworkers, bosses, and clients in the workplace. For presentations, negotiations, meetings, and teamwork, verbal communication must be effective. Speaking abilities are an important factor in career success, according to research by Reddy (2020). People frequently view professionals as more skilled and competent when they can speak eloquently and with confidence.

Speaking skills are essential for developing relationships on both a personal and professional level. Being able to communicate properly, listen intently, and show empathy are necessary for forging close relationships with others. According to research on interpersonal communication, which was emphasized by Lindgren (2019), effective speaking abilities are crucial for building rapport, resolving disagreements, and developing trust. Speaking promotes peace in interpersonal relationships and improves teamwork in business environments.

In conclusion, speaking skills are integral to academic achievement, professional success, relationship building, leadership, and effective decision-making (Jardim, 2021). The development and refinement of these skills are vital for individuals seeking to excel in various life contexts. By honing their speaking abilities, individuals can communicate

more persuasively, foster stronger relationships, and advance in their academic and professional pursuits.

SPEAKING SKILLS ADVANTAGES

In personal as well as professional environments, effective communication is essential. Strong speaking abilities are essential because they allow people to communicate their thoughts, ideas, and information convincingly and clearly (Trenholm, 2020). This is essential for daily interactions as well as for achieving success in academic and career-related pursuits. A person's capacity to transmit complicated ideas, build relationships, and settle disputes is improved by clear oral communication. It also provides a fundamental talent for public speaking, leadership, and advocacy, all of which depend on the ability to communicate verbally (Andersen, 2019).

Numerous advantages and benefits result from developing effective speaking abilities. A person's self-confidence increases with improved speaking abilities, which also reduces nervousness when speaking in front of others (Lucas, 2020). An increase in interactions' effectiveness, improved relationships, and job development can result from such confidence. Additionally, when people learn to organize arguments and persuade others of their points of view, the growth of speaking skills improves critical thinking abilities (Paul, 2019). When making decisions and addressing problems, this ability is useful.

Speaking abilities are very useful in many facets of life, including as leadership, negotiating, and self-empowerment. Effective speaking abilities are essential for negotiating agreements that benefit both parties and settling disputes (Jung, 2019). These abilities are also necessary for leadership roles since leaders frequently need to express a vision, motivate colleagues, and successfully explain strategies (Northouse, 2021). Speaking abilities help people advocate for their rights and interests on a personal level, giving them a louder voice in many facets of their lives.

Having strong public speaking abilities gives you access to a wide range of professional prospects. Strong oral communication abilities are necessary for many vocations, including sales, teaching, and public speaking (Larsen, 2021). Additionally, as the world becomes more connected, the value of being able to speak clearly in English increases, enabling people to participate in international communication and collaboration, (Matsuda, 2019). These abilities are essential for establishing cross-cultural connections in an era of global commerce and virtual teamwork.

Effective speaking skills also play a pivotal role in educational success. In academic settings, students with strong speaking skills can participate actively in class discussions, deliver presentations, and engage in collaborative projects (Alawamleh, 2020). These skills not only enhance learning but also prepare students for future academic and professional challenges. Furthermore, they instill the ability to critically analyze and articulate complex ideas, which is essential for academic achievement and research (Hermawan, 2022).

STRATEGIES TO DEVELOP SPEAKING SKILLS

Structured practice and positive feedback are important building blocks for improving speaking abilities. People can use their language abilities in a practical setting by participating in speaking exercises and simulations, such as debates, group discussions, or role-plays (Namaziandost, 2019). However, whether students receive feedback from teachers, peers, or self-evaluation, these exercises are significantly more effective. According to Nation (2022), Feedback promotes self-reflection and the development of speaking skills by assisting students in identifying areas for development, such as pronunciation, grammar, or fluency (Nation, 2022).

Increasing one's vocabulary and linguistic ability is a crucial strategy as well. People who have a large vocabulary can communicate more clearly and effectively. Language learners can do exercises to develop their vocabulary, read widely, and experiment with the use of synonyms and idiomatic terms. Their ability to successfully communicate complex thoughts and concepts is improved by these exercises in addition to their verbal repertoire, (Tarbox, 2020). Additionally, listening to various spoken and written materials, such as speeches, podcasts, and academic articles, exposes students to a variety of linguistic idioms and registers, further enhancing their speaking abilities.

Effective speaking skills require an understanding of the cultural and social norms governing language use, known as pragmatics. Cultural awareness is vital to prevent miscommunication and misinterpretation. Strategies for developing pragmatic competence include exposure to authentic conversational settings, as well as practicing polite requests, offering and receiving feedback, and understanding conversational turntaking (Peter, 2019). This strategy not only enhances the accuracy of communication but also fosters cultural sensitivity, enabling individuals to communicate more effectively in diverse and multicultural contexts.

SPEAKING STRATEGIES

Teaching speaking skills in an English class is essential for helping students become proficient communicators. There are some strategies to teach speaking in an English class:

1. **Provide Real-Life Scenarios:** Create scenarios that mimic real-life situations where students must use English to communicate. For example, simulate a restaurant setting for ordering food, or set up a travel agency for booking trips (Rao, 2019).
2. **Use Visual Aids:** Rao (2019) mentioned that visual aids like pictures, videos, and props can provide context and trigger discussions. They are especially helpful for lower-level learners who may struggle with expressing themselves in English.
3. **Role-Playing:** Role-playing activities allow students to take on different roles and engage in conversations in various contexts. This helps them practice both spoken language and social interactions (Purba, 2022).
4. **Debates and Discussions:** Organize debates and group discussions on current topics or subjects relevant to the curriculum. Encourage students to express their opinions and engage in constructive arguments (Rao, 2019).
5. **Speaking Prompts:** Provide prompts or cue cards to help students structure their responses. These prompts can include sentence starters, key phrases, or questions to guide their conversation (Burns, 2019).
6. **Vocabulary Building:** Integrate vocabulary-building exercises and games into speaking activities to expand students' language repertoire (Alharbi, 2019).
7. **Pronunciation Practice:** Devote time to pronunciation practice. Use tongue twisters, phonetic exercises, and modeling to help students improve their pronunciation and fluency (Rao, 2019).
8. **Storytelling:** Encourage students to tell personal stories or narratives. This not only helps with speaking but also fosters creativity and self-expression (Mohamed, 2019).
9. **Recording and Self-Evaluation:** Have students record themselves speaking and then evaluate their performance. This self-assessment can be a valuable tool for identifying areas for improvement (Rao, 2019).
10. **Speaking Assessments:** Implement regular speaking assessments to evaluate student's progress and provide constructive feedback. This can include individual presentations or group projects (Chien, 2020).

Effective teaching of speaking skills involves a combination of structured activities, real-life practice, and a supportive environment that encourages active participation. These strategies can help students become more confident and proficient English speakers.

SPEAKING STRATEGIES DISADVANTAGES

There are several challenges when people are learning to speak and communicate in a new language. These challenges are the following:

1. The fear of speaking

The fear of speaking is a fundamental obstacle experienced by language learners. When trying to communicate in a foreign language, many students feel nervous and self-conscious, which can limit their willingness to practice and take part in conversations, (Botes, 2020). For speaking abilities to advance, it is essential to get over this psychological obstacle.

2. Language Barriers

It might be difficult to comprehend and imitate the accents and sounds of a foreign language. Understanding different accents, dialects, and regional differences can be difficult for language learners, which can obstruct successful communication, (Schmitt, 2020). Idiomatic language and colloquialisms also present difficulties for learners.

3. Lack of Practice Opportunities

Finding appropriate opportunities for regular practice can be a major challenge. Access to native speakers or conversation partners in the target language may be limited for language learners (Gebhard, 2019). Without consistent practice, speaking abilities could decline or stagnate.

4. Cultural Sensitivity and Appropriateness

A vital part of effective speaking is cultivating cultural sensitivity and comprehending the social norms and conventions around language use. Language learners might struggle to use language in a culturally acceptable way, which could cause miscommunication or offense (Jensen, 2022).

5. Speaking in Formal Settings

It can be particularly difficult to speak in more formal environments, such as academic or professional ones. According to Sapitri et al. (Sapitri, 2019), learners frequently find it difficult to adopt a formal tone and follow etiquette and politeness rules. In formal contexts, mistakes or misunderstandings can harm credibility and professionalism.

6. Overcoming Plateaus

Speaking ability development is not necessarily chronological. In order to move past a specific level of proficiency, language learners may hit a plateau (Russell, 2020). Such plateaus can be discouraging and demotivating, necessitating measures to get through them and keep progressing.

STRATEGIES IN EDUCATION

Effective speaking strategies are not only vital in various communication contexts but are also subject to enhancement through structured activities and exercises. These activities play a pivotal role in helping individuals develop and refine their speaking skills. This discussion delves into speaking strategies activities, highlighting their importance and relevance, with reference to academic sources.

Role-playing are useful exercises for developing speaking techniques, especially in social and professional settings. Participants can improve their abilities in active listening, persuasive communication, and conflict resolution by imitating real-life situations (Mayhoub, 2022). Through the use of an active learning strategy, people can interact with various communication strategies, comprehend their effects, and get feedback for development.

Moreover, debates and discussions are helpful exercises for enhancing critical speaking abilities. Participants practice arguing, refuting ideas, and applying logic in organized debates or discussions on pertinent subjects. Fischer (2021) mentioned that these exercises help participants to effectively engage with opposing opinions, defend their positions, and clearly explain their points of view. Discussions and debates encourage polite conversation as well as critical thinking and the application of persuasive speaking techniques.

Public speaking workshops offer an extensive environment in which learners can improve a variety of speaking techniques. Aspects like body language, vocal delivery, audience

interaction, and content structure are all covered in these workshops. To help with self-evaluation and progress, participants receive advice and comments on how they spoke (Damayanti, 2022). Workshops on public speaking are especially helpful for anyone who wants to improve their overall speaking abilities for personal, professional, or academic reasons.

In conclusion, structured speaking strategies and activities are essential for developing effective communication skills. Role-playing exercises, debate and discussion workshops, impromptu speaking challenges, and public speaking workshops offer opportunities for individuals to practice and refine their speaking strategies in diverse contexts.

OBJECTIVES

General Objective

- To determine learners' perspectives of video games on speaking skills development.

Specific Objectives

- To examine the types of video games learners use for EFL learning
- To analyze the strategies that students employ for speaking skill development.
- To describe the advantages and disadvantages of using video games when learning 12

Fulfillment of objectives

The outlined objectives were successfully met through systematic data collection via a survey, effectively addressing the three specified research questions. The incorporation of video games as an instructional strategy proved to be indispensable for the students. This process encompassed acquainting them with the concept and diverse types of "video games" through presentation slides and interactive queries. The survey enabled students to discern the most frequently utilized video games and delineate their distinctive characteristics.

Moreover, the questionnaire facilitated the scrutiny of the methodologies employed by students in honing their speech skills. Notably, the prominent utilization of visual aids in developing speech capabilities was observed, along with identifying specific video games considered beneficial by students for enhancing their speech proficiency.

Attaining authentic insights from students was paramount, particularly concerning the video games that received minimal engagement. This feedback was imperative in determining the feasibility of utilizing specific video games in language instruction. To accomplish this, the survey incorporated four open-ended questions, affording students the opportunity to articulate their perspectives on the types of video games employed, the strategies applied, and the proficiency levels where they encountered the most formidable challenges.

Chapter II Methodology resources and materials

2.1 Materials

The research was developed with a combination of technological tools and human involvement. Various technological resources such as mobile phones, laptops, projectors, and video games were instrumental in completing the survey and evolving the investigation. Finally, data was gathered through Google Forms and processed using the SPSS (Statistical Package for Social Science) software to analyze the collected data.

Instruments

- This research began with a created survey that was validated by Cronbach's Alpha with a result of 0.9 that was applied to 64 students. The survey consists of 25 multiple-choice Bibliographical Research

items based on the Likert scale and 4 open questions. The items were created based on the three research questions of the current project and these questions were divided in three sections.

The first section contains 11 items that are related to the types of video games learners use for EFL learning with 9 multiple choice questions and 2 open questions. The second section has 8 items that correspond to the strategies that the students employ for speaking skill development with 1 open question and 7 multiple-choice questions. The last section contains 10 items that correspond to the advantages and disadvantages of using video games when learning a second language. This part has 8 multiple-choice questions and 1 open question. Also, according to Jones (2023), surveys offer the advantage of encompassing a sizable population, resulting in increased statistical power and the capacity to gather extensive volumes of data. The survey used in this project seeks statistical results that support the research topic.

Population

The students from the third year of high school were the population chosen in this project. The total number of participants was 60. There were 25 women and 35 men, all of them half-blood (aged between 15 to 17 years). The research participants were chosen by the institution's teachers who have applied various strategies and methodologies in their years of work. The institution where the survey was conducted was equipped with various

technological devices, including laptops, cell phones, projectors, and a laboratory where the survey was run.

Table 1 *Population*

Population	Participants	Percentages
Male	35	58.33%
Female	25	41.67%
Total	60	100%

Note: Students surveyed

Procedure:

The research was carried out carefully and progressively, following a thorough process to ensure effective exploration of the topic. The first and most important step involved exhausted bibliographical research on the use of video games and the development of speaking skills. Careful research was carried out to collect relevant information from various sources including books, scientific articles, and academic data. This comprehensive review of video games used various sources taken from E-books, Google Scholar, and Research Gater to collect a wide variety of information on the use of video games.

Following the literature review, the next important step involved crafting a survey aimed at exploring the correlation between video games and speaking skills. To construct this tool, the specific objectives that had been identified were transformed into three research inquiries encompassing the intended concepts. Each of these research queries necessitated a careful analysis of the extracted literature to identify central themes, prevailing trends, and practical implications. This comprehensive process entailed a thorough evaluation of pertinent theories, methodologies, and empirical discoveries, which were then translated into well-structured survey inquiries. These inquiries were designed to elicit participants' viewpoints, enabling them to contribute original insights and valuable input. Throughout the survey development process, multiple rounds of fine-tuning and adjustments were undertaken to ensure the questions' clarity, relevance, and comprehensibility.

After achieving a well-organized survey, it underwent a comprehensive validation and scrutiny process. Once the survey had been meticulously reviewed, the research progressed to the data collection stage, which entailed distributing the survey to high

school students in their third year. However, before the survey administration, an intervention was conducted to ensure that the students had a solid grasp of video games and speech strategies. This intervention was designed to assess the student's comprehension of video games and speaking strategies. By equipping students with the essential knowledge and contextual understanding, the intervention facilitated their active and meaningful engagement in the survey. In addition, a pilot study was carried out with 10 students where Alpha and Cronbach were used to obtain reliable results.

To facilitate the process of applying the survey, the scrutiny link was distributed to students in each course. It was thoughtfully organized into segments, covering background information and sections related to the research questions. Participants were encouraged to provide frank and thoughtful responses, sharing their viewpoints and insights based on their experiences with video games and speech strategies. Furthermore, the collected data were subjected to rigorous analysis using SPSS software. Quantitative data were subject to appropriate statistical methods, including calculations of means and the creation of data tables, while qualitative data from open-ended questions were examined manually. This manual investigation used careful examination techniques to identify prominent patterns, themes, and emerging concepts. From the data collected, conclusions and recommendations were suggested. The information obtained aims to contribute to the development of strategies based on gamification and the development of a foreign language based on the research carried out. The research involved exhaustive bibliographic research. This information was used to develop the survey which rigorously collected data to improve credibility and academic value in the community.

Mixed approach

The research in question adopts a mixed approach, combining both quantitative and qualitative research methods. This mixed-methods approach is utilized to provide a more comprehensive and well-rounded understanding of the research topic (Johnson et al., 2019). The quantitative aspect involves the collection and analysis of numerical data, such as survey responses, to identify patterns and trends. Meanwhile, the qualitative component employs in-depth interviews and openended survey questions to gain deeper insights and explore participants' perspectives and experiences, adding a qualitative dimension to the research (Creswell & Creswell, 2017). This approach is particularly suitable for the research as it allows for a multifaceted examination of the

subject matter, offering a more holistic view of the relationship between video games and speaking strategies, which is influenced by both objective data and participants' subjective viewpoints (Fàbregues, 2021). By integrating these two research methods, the study aims to enhance the validity and robustness of its findings (ÇALIK, 2022).

Descriptive

The research methodology employed in this study is primarily descriptive. The descriptive method involves the systematic and comprehensive portrayal of the characteristics, features, or attributes of a particular phenomenon or subject. Various techniques such as surveys, questionnaires, interviews, observation, etc., are available to researchers to collect data for the descriptive approach (Hunter, 2019). In the context of this research, the descriptive approach is chosen to offer a detailed and structured account of the relationship between video games and speaking strategies. This method will enable the research to provide a clear and organized representation of the key factors, patterns, and trends associated with the use of video games in developing speaking strategies. By utilizing this approach, the study aims to create a comprehensive about the subject matter of investigation.

RESEARCH QUESTIONS

- What types of video games do learners use for EFL learning?
- What are the strategies the students employ for speaking skill development?
- What are the advantages and disadvantages of using video games when learning L2?

Chapter III Results and discussion

3.1 Analysis and discussion of the results

The current chapter delineates the examination of the collected data, directed towards addressing the three research questions in alignment with the study objectives. The outcomes derived from the survey are subsequently presented herein. Employing the Statistical Package for the Social Sciences (SPSS), the data underwent meticulous processing to ascertain the mean values. This facilitated the systematic tabulation of outcomes, particularly in the context of responses to open-ended inquiries.

1. What types of video games do learners use for EFL learning?
2. What are the strategies the students employ for speaking skill development?
3. What are the advantages and disadvantages of using video games when learning L2?

Table 2 *Types of video games*

Item	Mean
1. When I play video games, I personalize the language to play them in English.	2.94
2. When I play video games, I use these games only in Spanish.	3.77
3. I like video games where I can complete a variety of tasks in different ways.	3.98
4. I prefer video games where I can control different environments in real time. Real-time strategy .	3.77
5. I like video games where I can battle with other players in different environments. Shooter .	4.06
6. I like video games where I can have battles in different arenas or maps in a real-time competition.	4.08
7. I prefer video games where I can assume control of a character and advance the character's ability.	4.02
8. I like video games in which I can use graphic technology that seems to be real. Simulations and sports.	4.02
9. I prefer video games where I can play with activities such as running, climbing, and jumping, empowering players to explore and navigate through the levels.	4.02

Note: The following scales were used to derive the measures: 1. Never, 2. Almost never, 3. Sometimes, 4. Often, and 5. Always.

Analysis and Interpretation

Research Question: What types of video games do learners use for EFL learning? This information was collected through a survey divided into various questions based on the video games and was categorized by which ones obtained the highest rating in terms of usefulness and practicality, reaching an average score of 4.08. To the students like video games where they can have battles in different arenas or maps in a real-time competition. Also, the students like video games where they can battle with other players in different environments with a mean of 4.06. In addition, the students claimed that they prefer video games where they can assume control of a character and advance the character's ability and where can use graphic technology that seems to be real with a score of 4.02. Similarly, 4.02 was the mean where the students mentioned that they like video games when they can play with activities such as running, climbing, and jumping, empowering players to explore and navigate through the levels. Furthermore, 2.94% of students commented that they personalize the language to play video games in English, which means that students do not find this statement a priority.

Based on the results, it can be inferred that most students use video games where they can change scenarios from real-time competitions. One reason may be that the real settings make the video game more realistic. On the other hand, a small number of students surveyed personalize the language of the video game in English, making this item something that students do not pay attention to when playing video games.

Table 3 *Strategies employ for speaking skill*

Item	Mean
12. I develop speaking skills when I use visual aids like pictures and videos.	3.88
13. I improve my speaking skills when I use role-playing activities to take on different roles and engage in conversations.	3.82
14. I improve my speaking skills when the teacher organizes debates and group discussions on current topics.	3.55
15. I develop speaking skills when the professor integrates vocabulary-building exercises and games into speaking activities.	3.62
16. I improve speaking skills when the teacher uses tongue twisters, phonetic exercises, and modeling to help students improve their pronunciation and fluency.	3.41

17. I enhance my speaking skills when I am encouraged to tell personal stories or narratives.	3.56
18. I develop speaking skills when I record my voice and evaluate my performance.	3.23

Note: The following scales were used to derive the measures: 1. Never, 2. Almost never, 3. Sometimes, 4. Often, and 5. Always.

Analysis and Interpretation

Research Question: What are the strategies the students employ for speaking skill development?

First, the results show that one of the strategies that students apply is the use of visual aids like pictures and videos to develop the speaking skill with a mean of 3.88. Additionally, students mentioned that they develop this ability through the use of role-playing activities where they can take on different roles and engage in conversations with a mean of 3.82. The strategy of developing speaking skills when the professor integrates vocabulary-building exercises and games into speaking activities, with a mean of 3.62. Moreover, the data indicated that students enhance their speaking skills when they are encouraged to tell personal stories or narratives, scoring a mean of 3.56. Also, the strategy of recording the voice and evaluating the performance with a mean of 3.23 is one not frequently applied by students.

The research results suggest that students use aids such as photos and videos to develop their speaking skills, which helps students acquire language in a meaningful way. On the other hand, students consider that it is of little use to record their voices and then evaluate it as a useful strategy to develop speech, resulting in the clear exposure that the participants have a notable inclination towards visual intelligence to learn. The results suggest teachers to use more visual aids to help their students develop speaking skills.

Table 4 *The advantages and disadvantages of using video games in l2 students*

Item	Mean
20. I think that video games improve my attention and memory when learning English .	3.77
21. I believe that playing video games motivates me to complete missions and achieve success .	3.80

22. I think video games make me feel good and have positive experiences .	3.89
23. I believe that playing video games relaxes me and alleviates my anxiety because I use English .	3.76
24. I think that playing video games helps me interact with my local and international friends.	3.97
25. I believe that playing video games helps me express myself in front of others and boosts my self-confidence when using English .	3.56
26. I think that playing video games promotes a sedentary lifestyle.	3.61
27. I believe that playing video games makes me forget about my responsibilities in life .	3.29
28. I think that playing video games generates violent thoughts in me.	2.66

Note: The following scales were used to derive the measures: 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, and 5. Strongly Agree

Analysis and Interpretation

Research Question: What are the advantages and disadvantages of using video games when learning L2?

The results admitted that playing video games help students interact with their local and international friends with a mean of 3.97. Similarly, students think that video games make them feel good and have positive experiences with a score of 3.89. Also, participants believe that playing video games motivates them to complete missions and achieve success giving them motivation to play, with a mean score of 3.80. On the other hand, a small number of students believe that playing video games generates violent thoughts in them with a mean of 2.66, this affirmation gives a clear point of view where participants explained that video games do not affect their behavior or personality.

The data shows that one of the biggest advantages of playing video games is that players can connect with local international friends and communicate and play with them online. However, there is a small number of students who think that video games do not provoke any violent behavior in their personalities.

Table 5 *Open-ended questions*

Question 10	Answer	Total
What type of video games help me interact in English?	League of Legends	23
	Dota	17
	Warzone	10
	Call of duty	9
	Clash Royale	7
	Total	66
Question 11	Answer	Total
What type of video games have helped me to learn English?	Dota	21
	League of Legends	19
	Warzone	12
	Call of duty	8
	Clash Royale	6
	Total	66
Question 19	Answer	Total
What other strategies do you use to improve your speaking ability?	Practice with my classmates	17
	I talk with natives	10
	Sing songs	14
	I listen to music.	13
	Practice in University	12
	Total	66
Question 29	Answer	Total
What other disadvantages do you think there are when playing video games?	Waste of time	27
	Wasting money	17
	Physical Health issues, addiction, distorted perception of reality.	13
	Time consuming	9
	Total	66

Table 5 shows the answers obtained based on the open questions used to support the research questions:

The tenth item is an open question that is: What type of video games help me interact in English? The results show that students tend to use video games to interact in English, especially the video game Dota, which had the highest number of responses. In addition, League of Legends is another video game that participants consider a good source for

interacting in English.–On the contrary, students claimed that Clash Royale is when someone wants to interact with someone in the English language.

Also, engaging in specific genres of video games has proven to be a dynamic and immersive avenue for enhancing English language interaction skills. Games that involve cooperative play, strategic planning, and communication, such as multiplayer online games or team-based shooters, offer a unique platform for players to interact in English. These virtual environments necessitate effective communication for successful collaboration and coordination with team members.

The eleven item is an open question that is: What type of video games have helped me to learn English? Based on the data collected show that the major part of students play the video game Dota to improve their English learning. In the second place, students affirm that they play League of Legends to improve their speaking skills. Moreover, Warzone is a video game that students also use to learn English. These video games are useful to learn English due to the immersive nature of gaming environments provides a dynamic space for practical application of language skills. Engaging with diverse characters, storylines, and in-game communication has significantly expanded of the vocabulary and improved the understanding of colloquial expressions.

The nineteen item is another open question that is: What other strategies do you use to improve your speaking ability? According to the results, the table 5 shows that more than the half of students practice English with their classmates to improve their speaking skills because it is uncomfortable for them to ask the teacher and it is more practical to talk to the classmate. Also, another strategy that students apply is singing song in English to improve their vocabulary and pronunciation to improve oral skills. Furthermore, some students enhance their oral skills by incorporating music into their routine and singing along to songs to improve pronunciation and rhythm. On the other hand, few students speak with native speakers to improve their speaking abilities.

The twenty-nine questions is an open question that is: What other disadvantages do you think there are when playing video games? The data obtained demonstrates that the majority of participants think that playing video games is a waste of time and money, while few participants believe that playing video games requires a lot of time. Also, there are some arguments from critics who argue that excessive gaming might lead to social isolation, as individuals may spend more time immersed in virtual worlds than engaging

in real-life social interactions. There are concerns about the potential for video game addiction, which could adversely affect academic and occupational responsibilities.

Discussion

The following three research questions were formulated to investigate students' viewpoints regarding video games, with a particular focus on their influence on speaking skills.

Question 1: What types of video games do learners use for EFL learning?

After the analysis, it has been found that Dota and League of Legends are the most used by the participants to help them interact in English and improve their speaking skills. In this sense, Zhan (2023) claimed that video games can offer a rich learning environment that helps students improve a variety of abilities, such as teamwork and problem-solving. Multiplayer online games that involve collaborative gameplay and communication with teammates provide an immersive environment for practicing spoken English. These games often require effective coordination and strategizing, encouraging players to express themselves clearly in real time. Additionally, story-driven or narrative-focused games with rich dialogue and character interactions offer an opportunity to enhance language comprehension and vocabulary. Games that involve problem-solving and critical thinking also stimulate communication as players discuss strategies and solutions. Therefore, a diverse range of video game genres can be valuable tools for students looking to enhance their English-speaking abilities engagingly and interactively (Winaldo, 2022). Also, the least played video game in which role-play exists such as RPG or ARPG where students mentioned that they do not personalize the language in English to play.

Question 2: What are the strategies the students employ for speaking skill development?

The results of the analysis have found that the strategies that learners use to improve their English skills are practicing English with their classmates and singing songs to improve their pronunciation and vocabulary. However, the participants confirmed that they do not speak English with native speakers to improve their oral skills because they have never had the chance to do it. Another strategy that students apply is engaging in group discussions or language exchange programs providing a supportive environment for practicing and receiving constructive feedback from peers. Additionally, leveraging

multimedia resources such as podcasts, films, or online platforms with native speakers enhances pronunciation and comprehension (Kazan, 2023). Consistent practice, whether through reading aloud, storytelling, or role-playing scenarios, plays a pivotal role in honing speaking proficiency. These strategies collectively contribute to a well-rounded and effective approach to developing and enhancing one's speaking skills.

Question 3: What are the advantages and disadvantages of using video games when learning L2?

It has been observed that video games provide a unique and pleasurable avenue for language acquisition, eliciting positive sentiments and experiences among players. However, it is imperative to comprehensively assess both the advantages and disadvantages associated with this phenomenon. On a favorable note, students mentioned that engaging in video games facilitates interaction with peers locally and globally, fostering a dynamic environment conducive to language exchange. Conversely, reservations have been emphasized concerning the potential of video games to instigate aggressive ideation. This dual perspective underscores the necessity for a reasonable approach in integrating gamified language learning, underscoring the importance of responsible utilization, and furnishing appropriate guidance to ensure a beneficial impact on students' linguistic development (Winaldo et al. 2022).

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

It was found that Dota and League of Legends games help students to improve speaking skills because the investigation into integrating video games into English language learning has revealed a fascinating dynamic with video games where students engage in real-time battles in various arenas or maps to enhance their language skills. The immersive nature of these virtual environments provides a unique and interactive platform for students to practice and apply their English-speaking abilities. This approach aligns with modern pedagogical trends that leverage technology to make learning more engaging and relevant to students' interests.

Furthermore, it was uncovered that students employ diverse strategies to bolster their speaking skills such as incorporating visual aids such as pictures and videos and using role-playing activities where students can take on different roles and engage in conversations. These resources effectively enhance comprehension and communication, bridging the gap between theoretical knowledge and practical application. By leveraging multimedia elements, students can better grasp complex language concepts and express themselves more confidently in English. This finding underscores the importance of integrating varied resources and technologies into language education for a more comprehensive learning experience.

It was discovered that while video games offer a novel and enjoyable method for language acquisition and make players feel good and have positive experiences, it is essential to consider both the advantages and disadvantages. On the positive side, students reported that playing video games facilitates interaction with local and international friends, creating a dynamic environment for language exchange. Conversely, concerns were raised regarding the potential for video games to generate violent thoughts. This duality highlights the need for a balanced approach when incorporating gamified language learning, emphasizing responsible usage and providing proper guidance to ensure a positive impact on students' language development.

4.2 Recommendations

Investigate the impact of specific video games, such as Dota and League of Legends, on EFL learners' speaking skills. Conduct a comparative analysis to identify which game elements contribute most to language development. This research could involve assessing real-time battles, virtual environments, and other game features to determine their effectiveness in enhancing English-speaking abilities.

Explore and evaluate the various strategies employed by students to enhance their speaking skills, focusing on the use of multimedia elements such as pictures, videos, and role-playing activities. Develop a comprehensive understanding of how these strategies contribute to language comprehension and communication. This research could involve designing language learning modules that incorporate multimedia elements and assessing their impact on speaking skill development.

Investigate the advantages and disadvantages of using video games for learning a second language, with a specific focus on English. Examine the positive experiences reported by students in terms of language exchange and interaction, as well as the concerns related to potential negative effects, such as violent thoughts. Propose guidelines for a balanced approach to incorporating gamified language learning, emphasizing responsible usage and providing educators with tools to maximize the benefits while mitigating potential drawbacks.

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Annexes

Annex 1

Cronbach's alfa validation

Alfa of Cronbach	N of elements
.900	25

Annex 2

Survey upon request

Link : https://docs.google.com/forms/d/1vlf5Xf5hmVxWc-7EYbZZIU7ytB_kceX9PNv2Pdn24nQ/edit?usp=drivesdk&chromeless=1

Annex 2
Carta de compromise

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 06 de Septiembre 2023

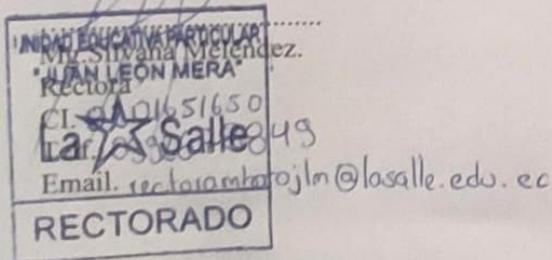
Doctor
Marcelo Nuñez
Presidente
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Silvana Meléndez, en mi calidad de Rectora de la Unidad Educativa Juan León Mera "La Salle", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "VIDEOGAMES AND SPEAKING SKILLS" propuesto por el estudiante Castillo García Martín Alejandro, portador de la Cédula de Ciudadanía, 2000131926, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Annex 3

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