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**INVESTIGATING ONLINE VIDEO GAMES IMPACT ON EFL STUDENT'S  
COMMUNICATION SKILLS**

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD  
Master in English Language and Communication

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## **Declaration**

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

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## DEDICATION

*This thesis is wholeheartedly dedicated to our beloved parents, who have been our source of inspiration and gave us strength when we thought of giving up, who continually provide their moral, spiritual, emotional, and financial support.*

*To our teachers, brothers, sisters, friends, and classmates who shared their words of advice and encouragement to finish this thesis.*

*And lastly, we dedicate this work and give a special thanks to Ms.Koran Aziza for being with us throughout the entire years and helping us through the hard times thank you very much.*

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## Abstract

The Information Age created the stage for the rise of technology, which finally led to the total digitization of our society. The ongoing expansion of online video games (OVG) among young and adults worldwide is a prime illustration of this development. Parallel to this expansion, academics worldwide have researched the ability of online video games to affect players, as well as the factual impact of these online platforms on individuals' various talents and competencies. To that aim, our major goal was to use the same concepts and conduct the same study on Algerian EFL learners in the current environment. The aim of this study is to investigate the effect of OVGs on EFL learners' communication abilities. A mixed-method approach was used through a learner's questionnaire and in-game observation to collect relevant data for the present research. Results indicated that OVGs positively affect EFL learners' communication abilities, intercultural communicative competence, and other cognitive skills. However, a list of conditions must be checked, notably, the EFL learners' willingness to be immersed and communicate within the online video game.

*Keywords:* Cognitive Skills, EFL Learner's, Enhancing Communication Abilities, Intercultural Communicative Competence, Online Video Games

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## Résumé

L'ère de l'information a créé la scène pour l'essor de la technologie, qui a finalement conduit à la numérisation totale de notre société. L'expansion continue des jeux vidéo en ligne chez les jeunes et les adultes du monde entier est une excellente illustration de cette évolution. Parallèlement à cette expansion, des universitaires du monde entier ont étudié la capacité des jeux vidéo en ligne à influencer les joueurs et l'impact concret de ces plateformes en ligne sur les divers talents et compétences des individus. Dans ce but, notre objectif principal était d'utiliser les mêmes concepts et de mener la même étude sur les apprenants algériens d'EFL dans l'environnement actuel. Cette étude examine l'effet des jeux de vidéos sur les capacités de communication des apprenants d'EFL. Une approche mixte a été utilisée par le biais d'un questionnaire destiné aux apprenants et d'une observation en cours de jeu afin de collecter des données pertinentes pour la présente étude. Cependant, une liste de conditions doit être vérifiée, notamment la volonté des apprenants d'EFL d'être immergés et de communiquer au sein du jeu vidéo en ligne.

*Mots clés* : compétences cognitives, apprenants d'anglais langue étrangère, amélioration des capacités de communication, compétence en communication interculturelle, jeux vidéo en ligne.

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## ملخص

مهد عصر المعلومات الطريق لظهور التكنولوجيا ، مما أدى في النهاية إلى الرقمنة الكاملة لمجتمعنا. و يعد التوسع المستمر في ألعاب الفيديو عبر الإنترنت بين الشباب والبالغين في جميع أنحاء العالم مثلاً جيداً على هذا التطور. و إلى جانب هذا التوسع، درس العلماء في جميع أنحاء العالم قدرة ألعاب الفيديو عبر الإنترنت على التأثير على اللاعبين عبر منصات الفيديو والتأثير الملموس لهذه المنصات عبر الإنترنت على المواهب والمهارات المتنوعة للأفراد.

لهذا الغرض، كان هدفنا الرئيسي هو استخدام نفس المفاهيم وإجراء نفس الدراسة على متعلمي اللغة الإنجليزية كلغة أجنبية للجزائريين في البيئة الحالية. هذا و تبحث هذه الدراسة في تأثير ألعاب الفيديو على مهارات التحوار لدى متعلمي اللغة الإنجليزية كلغة أجنبية. و ترمي هذه الدراسة كذلك في تأثير ألعاب الفيديو على مهارات الاتصال الشفهي و الكتابي لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تم استخدام نهج مختلط من خلال استبيان مس المتعلمين بالإضافة إلى الأساتذة حول هذه اللعبة لجمع البيانات ذات الصلة لهذه الدراسة. ومع ذلك، يجب التحقق من قائمة الشروط، بما في ذلك رغبة متعلمي اللغة الإنجليزية كلغة أجنبية في التعمق والتواصل في لعبة الفيديو عبر الإنترنت.

*الكلمات المفتاحية:* المهارات المعرفية ، متعلمي اللغة الإنجليزية كلغة أجنبية ، تحسين مهارات الاتصال ، كفاءة

التواصل بين الثقافات ، ألعاب الفيديو على الإنترنت

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## **List of Acronyms**

MMOGs: Masively multiplayer online game

ICC: intercultural communicative component

MMORPGs: massively multiplayer online role-playing games



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## **List of Abbreviations**

OVG: Online video games

EFL: English as a foreign learner

CS-GO: Counter Strike Global offensive

FPS: First person shooter

ESL: English as second language

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## Chapter One: General Introduction

### Introduction

This chapter provides a brief overview of the research topic as well as the rationale for choosing the subject field. It also discusses the study's goal and the gap that this study will fill, adding to that the research framework and aims.

### 1.1 Background of the Study

As technology develops and internet connectedness penetrates numerous corridors of diurnal life, the capacity to engage with individualities online is decreasingly prevailing (Horowitz, 2019). Text messaging and social media users have become standard means of communication for numerous individualities, and this position of connectivity carries over to videotape games. Online multiplayer videotape gaming is more popular now than ever ahead, thanks partly to the inconceivable strides game consoles and home PCs have achieved in making online relations smooth and accessible. Further than half of those who play videotape games (53 %) do so with others, spending further than six hours per week playing online (ESA, 2017). In all, experimenters estimate that seven hundred million people, or 44 per cent of the worldwide online population, play online videotape games (Takahashi, 2013).

Individuals can now play most video games with each other anywhere in the world and at any time, regardless of their game platform of choice. The accessibility of social media and online video gaming has also made it easier than ever to interact with those from other cultures using other languages.

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## 1.2 Statement of the Problem

The importance of online video games in improving users' English communication abilities has been consolidated due to the digital revolution. Because most online video games are released in English, a lingua franca, English as a common means of communication for non-native English speakers to communicate the game becomes a must to achieve the desired goals and win matches. As a result, many scholars and researchers around the world have concluded that the substantial amount of interaction between individuals in online games, not only with varying levels of English but also from various countries and cultural backgrounds, leads to an influence on users, resulting in the development of English skills as well as intercultural communicative competence. As a result, academics in the relevant domains are still working to thoroughly comprehend how the process of changing distinct English skills through online video games occurs.

## 1.3 Rationale of the Study

Many studies have been held on the benefits of online video games in enhancing EFL students' communication skills and tried to find appropriate solutions to avoid the obstacles to speaking a foreign language. Bawa (2017 p154) argued that online video games have the potential to function as a useful learning tool that can meet learners' interests while promoting skills such as "communication, evaluation of information, research, problem-solving, critical thinking and literacy." Consequently, the researchers in the concerned fields, still up to today, endeavor to fully understand how the process of altering the different English skills through online video games occurs. Yet, no study dealt with oral difficulties faced by students at Djilali Bounaama University. Therefore, this dissertation attempts to fill the gap by investigating the said relationship. Moreover, this study retests if online video games can be

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used as teaching tools to help students improve their speaking skills, within the Master's students to shed light upon the realities of speaking that even at that level, several Master's students in English Language specialty are not proficient enough to speak in English.

### **1.4 Aims of the Study**

In this case, to confirm or not, this study attempts to investigate how some students in the English Department of Khemis Miliana Djilali Bounaama University acquire English as a foreign language through online video games. In other words, this study aims to examine the potential of online video games in improving the communication skills of advanced English as a foreign language students and the extent to which online gaming platforms can improve their intercultural communication skills.

### **1.5 Research Questions**

To answer these questions, three research questions have been formulated:

- 1- How can students communicate in online video games?
- 2- How could online video games be beneficial in enhancing the learners' communication abilities and intercultural communicative competence?
- 3- To what extent do age and gender factors affect the benefits of online video games on the EFL learners and their communication abilities?
- 4- What are the effects of online video games on EFL learners?

### **1.6 Hypothesis**

Reflecting upon these research questions, we hypothesize the following:

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1- Exposure to online video games has positive and negative effects on EFL learners. The impact of these online platforms varies depending on the environment, and the method users play online. These results may include improvements in using communication skills and overall vocabulary and increases in hostile and aggressive behavior.

2- Improve communication skills by practicing them regularly. Learners can improve their English communication skills by speaking and listening to English through a microphone while playing online video games. Furthermore, we suspect that online video games can facilitate cross-cultural communication among users because they share various games with people from various cultural backgrounds.

3- We hypothesize that age and gender play an important role in determining the advantages of online video games for EFL learners and their communication abilities. We expect females to be less influenced by online video games than men; also, younger participants will be more affected than older participants since they are more involved and absorbed when playing online, also depending on the content of video games.

### **1.7 Methodology**

To acquire as much relevant data as possible, we used mixed methods research, which entails collecting, analyzing, and combining quantitative and qualitative data.

The quantitative method arose from our requirement to collect numerical data from many persons to have organized and statistical data that can be utilized to produce graphs and tables of raw data to describe our phenomena. The qualitative research approach is used to study persons, their behaviors, life experiences, and views.



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The research tools was made of questionnaires as the opening phase, followed up by semi-structured and structured interviews as well as several virtual observations in online video games as a concluding phase.

### **1.8 Structure of the Study**

The present dissertation is organized into five major chapters. The first chapter gives a brief idea about our topic and addresses the main point we talk about during our study. The second chapter introduces the fundamental concepts and relevant literature on the issue, including the advantages of online video games and the main hypotheses. In the third chapter, we give an in-depth discussion of the methodology employed and the devices used to collect the necessary data for the research. The fourth chapter examines the gathered data and then moves on to the debates and deductions we reached after analyzing the findings. In the last chapter, w talk about the study and problems of the aims we faced during our study and ended up by giving future suggestions.

### **Summary**

This chapter includes a brief explanation of the research background, and provides rationale for the selection of the research area. Moreover, the first chapter contains explanation of the research aim and objectives, and explains research structure.

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## Chapter Two: Literature Review

This chapter provides a detailed account of the beginnings of Online Video Games (OVG) and their impact on the various abilities of EFL learners. The overview begins by looking at the history and development of online video games in the twentieth century. This chapter also discusses how OVG may be advantageous for EFL learners, whether as educational tools to help students learn more effectively or as tools to help students improve their cognitive abilities and social and emotional intelligence. The last and most essential aim of this analysis is to shed light on the practical and theoretical possibilities of OVG in improving EFL learners' communication abilities and intercultural communicative competence.

### 2.1. History of Online Video games

The first video game was offered to the globe in 1952. Douglas, a student at the University of Cambridge, invented it. In the first video game, just one player could compete against a computer that employed a series of pre-programmed computations to win whenever feasible. Later that year, in 1972, Magnavox Company introduced the Magnavox Odyssey gaming machine, regarded as the first video game console in history. People's interest in video games has grown dramatically in recent years since it has become highly normal and nearly unavoidable to have at least one video game. The vast economic wealth and popularity drive video game producers to improve their work in order to have more outstanding quality, in terms of aesthetics and game significance, the flexibility and capacity to grow the human brain.

From the 1940s to the 1960s, many games were developed, and gained popularity among a lot of people. Computers have always shown a desire for networking, and games were played on computer devices. However, from 1960 to 1990, it turned a new page in the

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history of video games. Time-sharing and host-based networks proved to be the core elements in the foundation of the Internet. Many games were designed and developed to promote online involvement. Online availability of the games is a lot cheaper and provides a variety for people to enjoy games according to their tastes. Thus, online gaming culture flourished around the world over the past years.

Online PC and home console games were essential components of gaming culture throughout the sixth generation period (2000-till date). With the widespread usage of the Internet, various platforms became available to consumers, the most popular of which were the Sega Dreamcast, PlayStation, Nintendo GameCube, and Xbox Live. Although these competing platforms offered a variety of features, they all had several outstanding aspects, most notably the ability to give players new means of interacting and speaking with one another within the video game, via a chat function, for the first time.

This era has also witnessed a massive emergence of PC gaming and marked the highest number of online video gamers on computers, estimated to be 1040 million players, and kept dramatically increasing until it reached 1402 million players in 2020. (Statista, 2020) Nevertheless, the home consoles kept developing and reached the eight-generation in 2013, the latest generation today. According to statistics, the number of online console gamers was estimated to be more than 600 million consoles worldwide by 2018, even though consoles such as PlayStation 4 and Xbox one are costly (Statista, 2020).

Unlike the gaming PC, also common as a PC gamer, there are many home consoles around the globe, from small handheld consoles such as the Nintendo Switch to big home video game consoles like the PlayStation 4, which all have a built-in modem for Internet support and online gaming.

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## 2.2. Benefits of Online Video Games

Games are engaging because they need higher-level thinking, problem-solving, and perseverance. Many games, including first-person shooter video games (which may not be suitable for youngsters), promote teamwork, cooperative effort, and scenario-based learning. Most games need a strategy to comprehend and then apply the rules. All games provide a combination of intrinsic and extrinsic rewards. Humans enjoy games because they are entertaining and reward us when we win. Online games may assist students in enhancing cooperation, focus, communication, and problem-solving abilities, according to the Australian Office of the eSafety Commissioner, Think Know UK, and the NZ organization Netsafe. They also provide young people with an opportunity to practice communication and conflict resolution skills.

The advantages of video games might be somewhat surprising; video games can encourage individuals to be more active. While those who sit at home all day playing their favourite sports game may be lazy and physically inactive, different types of sports games involving basketball, tennis, or skateboarding were the projects designed by several studios, and they showcased a whole-body level of interaction rather than relying solely on the controller. This may lead to the athletes practicing those same talents outside.

Playing video games may also be a technique for people to divert their attention away from their suffering by focusing on something else. Whether physical or mental pain/discomfort, focusing on gaming causes an analgesic (pain-killing) effect in our body system. Therefore the more fascinating the game is, the better the player feels. According to Jane McGonigal (2010), the reality is broken and can only be healed by making the real world behave like massively multiplayer games.

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It is pretty frequent to hear complaints about video games and how harmful they can be; people seem to only focus on the negative side of video games while overlooking their positive side. The benefits of video games can be surprising; Video games can make people more active. While one may think that those who sit home all day playing their favorite sports game are lazy and physically inactive, different types of sports games that involve basketball, tennis, or skateboarding were the projects designed by several studios. They showcased a whole-body level of interaction instead of using the controller only. This can also lead the players to practice those same skills outdoors. Playing video games may also be a way for people to distract themselves from pain by paying attention to something else. It does not matter if it is a physical or mental pain/discomfort; focusing on the gameplay produces an analgesic (pain-killing) in our body system, so the more captivating the game is, the better the feeling of the player gets. Jane McGonigal (2010) says the reality is broken and can only be fixed if we make the real world work like massive, multiplayer games.

### ***2.2.1. Global Importance of Video Games***

Video games are often portrayed as a stalling activity by many individuals, particularly parents, whether or not they are necessary during a child's growth or simply a harmful hobby. It is essential to play video games for a minimum of 30mn each day. Greg, Konishi, Benady-Chorney and Peretz (2017) mentioned a scientific study that shows a rise in cognitive functions after having participants play super Mario 64 for 30mn each day over two months. Afterwards, the brain of those participants had an increase of gray matter in areas associated with memory, strategic planning, and fine motor skills of the hands compared to those that had not played.

Video games also can be incredibly educational; there is even an inventory of educational video games created by WatchMojo.com, which may be a YouTube channel that

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means the following video games: Brain Age, Carmen Sandiego, and therefore the Oregon Trail. These video games are used as practical teaching tools for both children and adults.

Raffaello Urbani from the YouTube channel "Metatron", who teaches learning and speaks multiple languages like English, Italian, Japanese, and Chinese, strongly supports in his YouTube videos the thought of learning foreign languages through playing video games. He adds that it is viable, more effortless, fun, and simpler than traditional book learning. However, to form it effectively, there is a particular pattern that the individual must follow to succeed in the foremost advantageous outcome. One of these methods is to explain what is often seen on the screen while playing.

A scientific report (The National Eye Institute and therefore the Office of Naval Research. 2009) affirms that video game players have better eyesight than non-gamers which is vital because it is one of the primary things to diminish with age. If a person does not play video games and starts doing so, this individual will see improvements in eyesight within a significant period of time. Bavelier (2009), a professor of brain and cognitive sciences at the University of Rochester, said in a statement: that they need to find action video games to be an honest exercise to coach the brain to process the prevailing visual information more efficiently and, therefore the improvements lasted for months after game play stopped.

A BBC article (Video games help reading in children with dyslexia, 2013) refers to a study of 10-year-old children who played 12 hours of an "action" computer game and found that it improved their reading speed with no cost to accuracy. Video games may even improve children's reading skills, but more research was needed to verify the idea. The team of Simone Gori, Andrea Facchetti, and Sandro Franceschini (The University of Padua. 2013) reported that they need to acknowledge that video game players have better attention skills and that they are ready to read faster without losing any accuracy. Today, therapists request their

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patients affected by dyslexia to play video games as a treatment. (Research Italy. Action video games against dyslexia. 2017).

### ***2.2.2. Online Video Games as Educational Tools***

It is known that video games help children build basic development skills such as visual patterns, speed and game story. It is also known that game players learn and practice basic mathematical skills, reading skills and social skills and that these skills progress even further as they play. According to Demarest, the language skills gained by video games are discussed and shared, followed by directives (understanding prepositions, Etc.), giving

Directions, answering questions, and discussing with visual aids to share with others (Gauthier et al., 2015). On the other hand, it is argued that game-based approaches can be effective in learning in all areas; messages that are deepened with graphic designs in school life can be given with a fun and interesting approach (Boyle et al., 2014).

Another study shows that video games play an important role in developing basic mathematical skills because children learn to interact with the counter on the video. In the same study, the basic reading skills of the learners are shown on the screen ('Play', 'Exit', 'Go', 'Stop', Upload Etc.). Besides these, video games develop social skills, making it easier to talk and play together by creating a popular common interest with other children. There have always been children who have a passion for playing video games in and out of school (Griffiths, 2002).

### ***2.2.3. Online Video Games in Skill Development***

Aside from developing cognitive skills, video games are also proven to feature manual skills development. The ability of video games to develop a wide variety of skills is interesting for education or training providers, particularly when trying to teach challenging to engage groups of people.

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Playing video games has also developed problem-solving, spatial and hand-eye coordination skills, and vision and speed skills. Adolescents that played role-playing and strategic-based games show increased problem-solving skills. Children playing any type of video game show with increased creativity. Video games can teach timing skills, as the timing of a move is crucial in video games. Puzzle games can teach organization skills, while resource management is another key skill in video games. Many games provide players with limited resources that need to be rationed to complete the game. Finally, video games also teach players how to use the controls of their devices.

### **2.2.3.1. Human Skills**

Several scholars from many disciplines of the study were interested in using video games to develop various human talents. Grossman and De Gaetano (1999) employed video games as a training simulator to educate soldiers in the arts of war (Herz & Macedonia, 2002; Mayo, Singer & Kusumoto, 2006). Nonetheless, Macedonia (2002), a former United States chief technology officer, claims that simulation training video games have "proven effective for enhancing motor control, as in driving a tank or firing a rifle decision making, as in calculating the resources needed for combat; and leadership, as in responding to an ambush." (p. 33).

Furthermore, Rosser Jr. et al. (2007) discovered that doctors who played the laparoscopic surgery video game training simulator for more than three hours per week were 27 per cent faster and made 37 per cent fewer mistakes than surgeons who did not play the video game.



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### **2.2.3.2. Cognitive Abilities**

Research has shown that the experience of playing video games can improve cognitive development, such as greater sensitivity to contrasts, better eye-to-hand coordination, and superior memory.

Action real-time strategy video games like Age of Empires, World of Warcraft, and Total War are played by millions. These games, which may be won through strategic planning, selective attention, sensorimotor skills, and teamwork, place considerable demands on the brain.

Studies find that expert players of real-time strategy games have faster information science, allocate more cognitive power to individual visual stimuli, and allocate limited cognitive resources between successive stimuli more effectively through time.

These findings in *Frontiers in Human Neuroscience* suggest that playing such games can cause long-term changes within the brain and cause an improvement in temporal visual selective attention.

### **2.2.4. Online Video Games in Social Development**

Video games became a social sort of entertainment, with teams and players cooperating to achieve a standard goal. Video games increasingly are played on social network sites such as Facebook, promoting online gaming achievements and interactions.

Over 70% of gamers play with a friend by playing against each other or working cooperatively in a team. Games like World of Warcraft open up virtual worlds and communities that reach far beyond the pc screen. Playing video games in teams with other players can benefit social development if it has wiped out moderation.

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Gamers can connect with players locally or team up with people from countries worldwide. Many young people playing multiplayer games have developed good friendships with people they met online.

Video games have created a fun and interesting way of connecting with people and maybe a crucial teaching tool in developing social skills. Video games can help develop cooperation skills and supporting skills as players have the choice to figure together to make alliances and make teams work cooperatively. Many video games often end in better outcomes if players work together, encouraging players to be social. Video games also allow players to take a leader's position, which requires greater social networking skills and teamwork to keep other players happy.

These skills are important for creating and maintaining friendships in the outside world, especially in school and work environments. Studies have shown that playing video games, including violent video games, can create and improve friendships amongst players. Players can be fighting against each other in the game but are developing their friendship as they work together and share the experience.

### ***2.2.5. Online Video Games in Emotional Intelligence***

It is not only in developing skills and in social interaction that video games have had a positive impact. Several studies have shown the feasibility and effectiveness of the use of video games, integrated with school training, in enhancing the learners Emotional Intelligence competence.

Laudia Carissoli & Daniela Villani (2019) created a training program called EmotivaMente which included many or some simulator video games as experience-based

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learning tools, the video games chosen were meant to stimulate different emotional reactions from participants as well as increase their emotional intelligence.

Interestingly, the findings were extremely positive. Laudia Carissoli & Daniela Villani reported that the students who participated in the EmotivaMente training program showed an improvement in the evaluation and expression of emotions to the self. Through increasing awareness of the emotional functioning of the participants: by experiencing contradictory emotions (e.g., fear and fun with “Silent Hill”), participants felt able to recognize and manage their emotions.

Lavender has led another study, which investigated the potential of online games in enhancing emotional intelligence competence, as well as modifying attitudes towards social issues, mainly the views of people towards the poor and the homeless. Lavender (2011) created a video game called Home It's No Game, in the form of a simulator that would help raise awareness and empathy towards the poor people, by experiencing poverty in the game. The results showed that those who played Homeless: it is no game, felt increased sympathy for homeless people from the first few minutes of playing the game, and dramatically increased for the game.

Lavender is not the only scholar interested in the impact of video games in the emotional intelligence competencies. Ruggiero, similarly, conducted a study to investigate the potential of digital simulations in engaging users' willingness to learn more about the social issue: poverty. Ruggiero (2014) used a simulator game called “Spent” to conduct a comparative study between reading about poverty and playing a simulator about poverty. The results showed that playing Spent has increased students' willingness to learn about homelessness more than reading about the social issue, consequently leading to greater engagement and motivation in learning about the issue. Additionally, using the same

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simulator: Spent, Richey, Ryder, Bilodeau, and Schultz (2016) found that the simulator game has improved students' attitudes towards the poor people.

### ***2.2.6. The Effects of Online Video Games addiction***

In the research of Ahn and Randall (2008) on computer game addiction, they define game addiction based on the definition used by the Center for Addiction and Mental Health based in the US. The center defines addiction as "a psychological or a physical dependence on something". Individuals with game addiction can thus be said to have a psychological dependence on Massive Multiplayer Online Games or exhibit excessive or compulsive use of computers and video games.

Many cases have been reported in which users play online games compulsively, isolating themselves from social contact and focusing almost entirely on in-game achievements rather than out-game life events such as academia, socializing with family and friends, or sports. Out-game life should be spent on academia, communicating with family members, sports, Etc. However, game players see that in-game life is more important than out-game life, which means they spend almost all the time playing online games.

Ahn and Randall (2008) discovered that MMOGs affected both the social and academic lifestyles of students involved. Approximately 50% of MMOG addicted students reported being actively engaged in a physical altercation in the surveyed data. Furthermore, the addiction interferes with their relationships, in which most of the addicts are reported to be involved in arguments with both friends and teachers. Academically most addicts registered more "F" grades than non-addicted students, and this statistic corresponds with the amount of playing time of addicted students on the MMOGs.

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### **2.3. Online Video Games and Communication Abilities**

#### ***2.3.1. Defining the Communication Abilities***

Generally, communication can be defined as a process of exchanging information through a metaphorical “pipeline” along which messages are transferred from one person to another. (Axley, 1984) The most common method of communication is verbal, using a specific language to deliver different messages. Communication is established when a message or information is delivered from the sender (the speaker, writer) to the receiver (the listener, reader), followed by the receiver giving feedback (Sulaiman Masri, 1997). The four main skills used to deliver and receive these messages are speaking, writing to deliver, and listening, reading to receive.

Communication skills allow us to understand and be understood by others. These can include but are not limited to effectively communicating ideas to others, actively listening in conversations, giving and receiving critical feedback and public speaking.

Communication skills are the abilities used when giving and receiving different kinds of information. Some examples include communicating new ideas, feelings or even an update on a project. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in communicating through face-to-face interactions, phone conversations and digital communications like email and social media.

#### ***2.3.2. Facilitating Social and Academic Communication through Technology***

Because technology is becoming more widespread in our social and academic environments, it is essential to understand how such improvements in communication technology might benefit us in facilitating our social and academic communication.

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Przybylski and Weinstein (2012) report that "recent advancements in communication technology have enabled billions of people to connect more easily with people great distances away, yet little has been known about how the frequent presence of these devices in social settings influences interactions." (p. 1).

Technology and communication are not mutually exclusive. With the rise of digital communication, technology can actually help communication skills because it allows people to learn written communication to various audiences. With technology being a standard in most office work environments, employees and managers have to learn how to communicate in-person at meetings and during daily work routines and make sure they are updated on any company announcements via email or digitally posted. What used to be written memos are often now online blog posts to the company site or a newsletter sent to employees. People must understand the importance of emailing as it is often considered just as important as the telephone as a method of contact information.

It is a skill to learn different types of technology. It is a skill that is often highly regarded as making someone stand out as an asset if they can quickly learn and utilize technological systems. It is not just the application of technology anymore that companies search for; it also knows how to use it to communicate. Using technology to communicate effectively among people is a newer skill that not all workers have. Technology and digital communication have helped people with their communication skills and learn how to create messages that are understood in so many characters or less. Rather than just immediately saying what one is thinking, it has to go through multiple processes before the world knows what someone is saying. First, it is thought, then typed, then read over, and then sent is hit. Humans are becoming copy editors and storytellers by utilizing technology to communicate. Once something is posted, technology ensures that things can never be erased. So even though someone may have deleted a post somewhere out there, it is still archived, or even worse,

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there is a chance that someone already saw the post. Employers frequently check potential employees' social media accounts to see how effectively they use technology to communicate. If someone posts unprofessional content, it is doubtful they will get hired for the salaried position they badly want. It is essential that digital communication is a widely learned skill and that people learn not to abuse technology unprofessionally. Basic skills within an area of emphasis can only be enhanced through technology.

Technology also has the power to teach people to communicate with varied audiences. It is not always just staring into a phone. Humans have had communication apprehension long before the dawn of mobile phones. Communication apprehension is the anxiety of talking to others in varied settings. While someone may have communication apprehension in a classroom yet be fine speaking up in other settings, they still have it, and it just varies on the environment. Anxiety is just the fear of the unknown. When communicating face to face, the feedback that the sender may get from the receiver is not always sure. In order to reduce this uncertainty, people will stereotype. Stereotyping is normal for all humans to reduce uncertainty, reduce anxiety, and eliminate constant worrying. Grouping things to develop a communication system can be a great thing as long as it is not meant in the way of harmful doings or harassment toward an individual or a group of people. It is becoming easier to communicate with technology and digital communication because people do not have to do that initial face-to-face reaction when they are behind a keyboard. This can be a good or a bad thing, depending on how one chooses to communicate. Effective communicators remain out of internet battles and stirring arguments, while the ones who choose to facilitate internet conflicts are using harmful communication that creates a reputation for their personal brand that may not be in their favor when it comes to professionalism. As technology becomes more and more integrated into how humans live their daily lives, these skills are important to learn.

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Whether someone is an essay type or a vlogger, they must cultivate the skills necessary to communicate while utilizing technology effectively.

### **2.3.2.1. Academic Communication**

Teachers can improve student interactions by utilizing digital resources such as chat rooms and instructional websites. Teachers can build a chat room that creates a virtual setting comparable to the classroom. By allowing students to immerse in a natural native English setting, the teacher creates a comfortable environment where students can improve their English skills by discussing school-related issues and other general topics such as personal hobbies and interests with classmates and 'virtual classmates' in a low-stress environment. (Ware 2004; Bikowski and Kessler, 2011) Ingram et al. (2000) proposed that teachers enable non-students to join chat rooms and debate various subjects with students to improve their interest in diverse disciplines and increase their motivation to improve their English skills.

### **2.3.2.2. Social Communication**

Technology also has the potential to facilitate social communication. In 2011, Campbell and Kwak investigated how smartphone communication influences the extent to which one engages face to face with new people in public. The study found that mobile phone use facilitated the task for the participants to talk with strangers. Baym, principal researcher at Microsoft Research, supports the evidence found and suggests that digital communications enhance relationships and that “the evidence consistently shows that the more you communicate with people using devices, the more likely you are to communicate with those people face to face.” (Adler, 2013) Coyne et al. (2011) found that individuals who were more satisfied in their relationships reported using the media more frequently to express affection and love toward their loved ones, as it provides couples a way to connect virtually to satisfy both function and emotional needs. (Parker et al., 2012) Coyne et al. (2011) found that



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individuals who were more satisfied in their relationship reported using the media to express affection toward their partner.

### ***2.3.3. Fostering Communication through Online Video Games***

Several studies have claimed that using online video games can improve EFL students by establishing a low-stress atmosphere in which users can practice their English abilities and encourage classroom discussion. The usage of online video games would also aid in the development of users' personalities and push them to study more.

Teachers can use online video games to motivate their students to practice their English skills and to learn more at the same time in a fun way. As Hadfield (1990) put it, games are "an activity with rules, a goal, and an element of fun." Using online video games, teachers can stimulate an intense competition among students in the classroom to work harder and be rewarded with a specific "prize" offered in the game.

(Arnseth, 2006) Mei and Yu-Jing advocated using video games in the EFL classroom, claiming that using these games in the academic context will assist introverts and shy students become more interested in the classroom since they react favorably to them. Because of the absence of judgment, criticism, and punishment, the use of video games would lower anxiety, promote positive sentiments, and self-confidence in introverts, allowing these individuals to practice the foreign language freely in a low-stress atmosphere. Crookal (1990)

According to AlShaiji (2015), kids should be allowed to construct and design their gaming, providing a sense of pride and identity. Zheng et al. (2012) agreed with the concept. They proposed employing massive multiplayer role-playing games to allow users to build their characters, allowing for freedom of self-expression and, eventually, encouraging connections with strangers all over the world. Users will be able to learn words and structures in context by utilizing accurate pronunciation and spelling.

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### **2.4. Defining the Intercultural Communicative Competence**

The term intercultural competence has been defined in numerous ways by researchers and practitioners from different areas and fields. However, most intercultural scholars suggest a challenge when trying to find a determined definition and appropriate assessment of ICC; as Deardorff (2006) put it: "Scholars throughout the past 30 years have defined intercultural competence in its various iterations, but there has not been agreement on how intercultural competence should be defined" (p. 233). Therefore, several definitions should be considered in terms of defining the term intercultural competence. It is not entirely understood, nor do practitioners of the intercultural communication field agree upon a common definition. (Straub et al., 2007; Fantini, 2000)

According to Deardorff (2004), most experts agreed with Byram (1997), who defined intercultural competence as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194)

#### ***2.4.1. Online Video Games in Enhancing the Intercultural Communication***

In 2019, Olena Shliakhov Chuck researched the potential of the game *The Elder Scrolls IV: Oblivion* in the acquisition of cultural competence, intercultural competence, and expansion of intercultural empathy. Findings suggest that video games can both strengthen and weaken labels and stereotypes; "help acquire cultural knowledge and develop intercultural competence, sociocultural competencies, cultural awareness, self-awareness and cultural understanding of different geopolitical spaces; and to a certain extent the development of intercultural competence" (Shliakhovchuk, 2019).

Gaming is not new. The gaming industry has changed over time, and so has culture and society with it. Currently, there are a variety of platforms that a person can game for fun

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or for real money. Online gaming has even fostered cultural connections through the meeting of players around the world.

Nowadays, gamers are eagerly waiting for the next game to play. Without knowing, games influence our lives and the community we live in. Studies suggest that games can be used as a force of good in society, and it is a way of connecting and bringing people together.

### **2.4.2. *Games vs Behavior***

When reading adventure books or watching action films, people only get a view of the plot. Games offer a different dimension to such stories as it gives gamers control over characters and items in the narrative. It creates a deeper interaction with the plot through the gameplay. The gamers get the choice to undertake actions that will affect the outcome of the game. It can measure their performance and give scores.

Games are mimicking the modern world, and gamers can relate to the virtual environment. However, most of these games will have no consequences for the choice of gamers. There are games where users go on a killing spree on the streets for fun. This is different from society's morals and values, and it is why stereotypes oppose games that promote violent and pornographic behavior. The social groups argue that such games will influence the behavior of those playing, especially teenagers.

Studies differ from the suggestions that gaming negatively influences society. The findings show that most gamers use the activity as a way of spending leisure time, and it does not dictate how they live their lives. Although other studies show a linkage between games and moods, it is only for the short term. There is still research on the long-term effects of gaming. It is advisable to offer parental guidance to kids about gaming and what game to play.

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### *2.4.3. Modern Gaming Influences Communication and Interaction*

The gaming industry has seen great progress due to the advancement of technology and the Internet's introduction. Global gamers can play video games virtually over the Internet. The gaming world brings people together with others whom they would never meet. People from all walks of life and beliefs can connect using a gaming platform. Although both parties may be speaking different languages, they can collaborate and challenge each other effectively.

Video games show that people have more in common even though they have been brought up in different cultures. It brings individuals together as they get an emotional connection with the game. Gaming enthusiasts form groups where they come together for the same objective; to have fun and adventure. The individuals will share in the triumphs and make the players compassionate to each other.

The gaming industry is projected to evolve more into the future, and more youths and adults will be joining in on the fun. Apart from judging and stereotyping people who play games, we can listen to them. It will help in addressing gaming and its impact on social wellbeing.

### **Summary**

This chapter provides a comprehensive overview of online video games' practical and theoretical characteristics, especially in an academic setting. This chapter discusses the origins, historical background, facts, and research benefits of online video games and their impact on EFL learners. Furthermore, research on topics of interest suggests that using online video games as a teaching tool to increase communication and motivation among advanced learners may be beneficial in academic settings.

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## Chapter Three: Research Methodology

This chapter describes the research methodology and instruments utilized to acquire the data required for our investigation. It outlines the many phases of the study effort, such as the participant selection, the learners' questionnaire, the interview, the data gathering method, and the data analysis process.

### 3.1. Research Methodology

This study aims to find out how high school students feel about video games and how they might be used to improve their communication skills. It also examines students' perspectives on using video games to improve communication skills and collect relevant data.

### 3.2. Procedure

The study was conducted in Ahmed Alili high school with the assistance of 30 students. The study, which took place in April, was made of questionnaires as the opening phase, followed by gathering participants who have experience in playing video games and interviewing them and doing several observations of how they interact with each other during playing a certain game.

### 3.3. Population

Our study participants were 18 males and 12 females from Ahmed Alili High school ranging from 15 to 19 years old.

### 3.4. Data Collection Instruments

Three data-gathering instruments were utilized to carry out our study:

(1) The students' questionnaire, (2) a gamers' interview, (3) an in-game online video game observations

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The questionnaire was given to Ahmed Alili high school students from different branches because students at this age are more familiar with online video games.

As for the interviews, we chose participants who have experience playing video games, so about eight males and three females agreed to be interviewed and participate in the observation.

The in-game observation was composed of two observations to gather a suitable team of participants and the most suitable online game for convenient and valid data for our study. The first observation, which is the initial observation, was undertaken with two groups of participants composed of five players each during various online video games. The initial observation aims to meet the necessary conditions for a valid observation. The preparatory observation has also allowed the researcher to choose the most suitable online video game because of the most convenient participants for the first observation. The latter was undertaken through the online video game Counter Strike Global Offensive.

### ***3.4.1. The Learners' Questionnaire***

The purpose of employing a questionnaire is first to analyze the learners' attitudes regarding online video games and their thoughts on the subject. The questionnaire would also reveal to the researcher the participants' abilities in English as a foreign language and whether or not online video games had influenced these abilities.

#### **3.4.1.1. Description of Learner's Questionnaire**

Our questionnaire is divided into three main parts. The first section contains personal information such as age, gender, department, and English grades. The second section, which takes up the majority of the questionnaire, is devoted to investigating the impact of online video games on the learners' various communication abilities being studied; speaking, listening, writing, and reading skills, as well as the impact of online games on the users'

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English grades. The second section would primarily consist of multiple-choice questions. The questionnaire was a convenient choice due to its nature as a qualitative and quantitative data collection instrument. Therefore, we have opted for this data collection tool to gather the necessary qualitative data to reinforce the quantitative data gathered.

The first four questions provided us with the participant's personal information, which will be used later for data analysis. The rationale behind the age and gender inquiries is to divide our sample into groups consistent with their different characteristics. Followed up by the fourth inquiry, which provides the researcher with the participant's English grades, this information will be used as a key factor in a comparative study later on.

Followed up by the second part of the questionnaire, the primary two questions of the second part aim to understand to what extent learners are conversant in video games and online video games. This can provide the researcher with an insight into the participant's knowledge regarding video games. The third and fourth questions would provide the researcher with the players' main goals on joining online video games and how often they spend on these platforms. After that, the fifth and sixth questions seek to discover the participant's views on online video games and to what extent he or she believes their English grades were suffering from these games, and what means they used to play video games. The remaining questions aim to know to what degree participants believe their communication abilities were suffering from their use of online video games. The rationale for adding the extra space is to know if any other means are used other than a microphone to speak or keyboard to type. For the second question, to understand how the participants think their communications abilities were affected by their use of online video games.

As mentioned above, the third part of the questionnaire deals with open-ended questions. The last part of the questionnaire, which attempts to gather as much quantitative

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data as possible, starts by investigating the potential of online games in enhancing intercultural communicative competence. This question aims to reveal to what extent the players perceive the potential of online video games in enhancing their intercultural communication abilities when interacting with other players from different cultures and countries. The second open-ended question deals with engagement in the English classroom. In this inquiry, the participants are asked to freely express their views regarding the potential of online video games in enhancing learners' engagement in the English classroom. The last question of our questionnaire aims to know more about the experience of our participants with online video games; therefore, we asked them to provide us with their favourite online video gamer and the reason behind that preference.

### ***3.4.2. The Interview***

As mentioned earlier, to achieve the results intended for our study, we used the interviews as a second data collection instrument for which we have opted to collect qualitative data. We saw the utilization of interviews to understand our participants' behaviours, living experiences, and perceptions of the subject under study as critical factors in collecting information. As a result, the goal of using the interview is not only to collect the necessary hybrid data but also to reinforce and triangulate the numerical data collected from the questionnaires with more in-depth, insightful, and vivid data, as Smith (2006) puts it: "triangulation attempts to confirm inferences made from the findings of several research methods and approaches." Smith (2006, p. 465).

To make the most of the interview as a tool for data collection, we separated it into two halves, each with its own set of questions. The interview begins with a series of structured questions and then moves on to a collection of semi-structured questions. The reason for employing a structured model is that we require quantitative data, so, in the first half of the interview, the researcher will only ask a defined set of questions. Ledy and Ormrod



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(2001). Whereas the semi-structured model is our primary reason for choosing interviews as a data collection tool, the researcher will then proceed with the second part of the interview and collect the quantitative data needed by asking for in-depth explanations and giving the interviewed the floor to explain their thoughts further.

### **3.4.2.1. Description of the Interview**

As highlighted previously, the interview is composed of two main parts. The first part deals with the structured set of questions; it comprises three questions. The second part of the interview is devoted to the semi-structured questions; it has three semi-structured questions with an additional one open question, which is optional.

Question (1) attempts to determine whether the participants of the study are considering the educational benefits of online video games or not. Additionally, such inquiry provides the researcher with the participants' intentions when playing online video games.

Question (2) looks into the users' perceptions of online video games in enhancing their English communication abilities and English grades. The interviewees are given a choice to report by either answering positively or negatively.

Question (3) seeks to discover which of the communication tools the interviewees prefer communicating. The rationale behind this question is to understand how the ways of communication affect the communication abilities differently. Moreover, it investigates to what extent reading and writing skills are involved in virtual communication through online video games.

Question (4) seeks to understand how and what factors affect our participants' communication abilities. The choice of a semi-structured question is to provide both the researcher and the interviewee with enough room for further inquiries.

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Question (5) attempts to determine whether the participants of our study are aware of

Intercultural communicative competence and to what extent they believe online video games can be either beneficial or not in enhancing such ability.

Question (6) gives the floor to the participants to provide a list of the skills and abilities they believe they can or have enhanced through playing online video games.

Question (7) provides the researcher with a specific type of online video game. Such information would help the researcher understand how different online video games are interlinked with the development of communication skills and intercultural communicative competence.

### **3.4.2.2. The Interview Procedure**

Using the survey checklist, only the participants who reported being very familiar with the online video games were selected to participate in the interview.

The researcher had fostered his relationships with the participants over the past by setting a friendly and low-stress tone before conducting the interviews. Additionally, on the interview day, the researcher started by setting a friendly and calm environment by asking initial questions as a warm-up to help interviewees be more confident to answer. Afterwards, to facilitate the process of data analysis, the researcher asked the interviewees for their consent to record the interviews and if nicknames should be used for confidential purposes. All the participants agreed to be recorded and use their real names if necessary.

### **3.4.3. The in-Game Observation**

The in-game observation is the third and final instrument used to collect data, which will be qualitatively joined with other elements of the current study in a way that we can utilize this instrument to triangulate data, that is, to verify, reinforce and help to interpret the

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data derived from other instruments and fill in the missing gaps. The in-game observation will provide the researcher with data collected from the participant's natural setting; as Marshall & Rossman (1995) put it, «Through observations, you may learn about activities that participants may have difficulty talking about in interviews (Marshall & Rossman, 1995, p. 75). Moreover, the observations are a perfect choice for our study due to its nature of being an anthropological study, wherein the researcher endeavour to "determine how much time is spent on various activities, verify the verbal expression of feelings and determine who interacts with whom in what ways" (Schmuck, 1997, p 10). Additionally, observations allow the researcher to provide a systematic description of the events, behaviours, and artefacts of the social setting. (Marshall & Rossman, 1989).

The researcher did two independent observations, the first being an initial observation and the second being a primary structured observation. The justification for doing an initial observation before the primary observation stems from the researcher's requirement to gather numerous conditions checked before the objective observation and satisfy the participants' acceptance. According to Schensul and LeCompte (1999), the researcher's acceptability is dependent on whether the group members trust him, feel comfortable with him, and believe that their collaboration with the researcher would be safe for them and their community.

### **3.4.3.1. The Initial Observation**

As mentioned previously, the initial observation is conducted to have a list of conditions checked for both the researcher and the participants. The researcher joined the initial observation as a participant-observer to better understand what was being observed. Additionally, the participants are more likely to be tolerant and open with a researcher who is part of the group.

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The researcher has carried out some different in-game observation sessions with two groups composed of 4 participants each; both groups played the same online video games; Counter-Strike GO, League of Legends, and Valiant. The participants were composed of both males and females of different ages. The rationale behind choosing two different groups and various types of online video games is to determine which of the participants and video games are the most suitable for the actual observation to collect data.

Accordingly, the parameters of the initial observation were the choice of participants, the choice of the online video game, and the participants' acceptance.

Fortunately, after an initial observation of twelve hours, three days long overall. All conditions were checked as we were ready to move forward with the primary observation.

### **3.4.3.2. The Choice of Online Video Game and Participants for the Observation**

The choice of online video game and participants represents the overall results of our initial observation, the selected online video game was Counter-Strike Global offensive due to its popularity nowadays, and the selected participants for the next stage were four males and one female who showed acceptance towards the researcher, and willingness in communicating.

#### **3.4.3.2.1. *The Description of Game***

The games involved in the initial observation varied in different aspects; notably, the amount of cooperation required between the players was our main concern and the ability of games to stimulate different feelings. Counter-Strike Global Offensive, a shooter (FPS) video game, was the most suitable choice for our study, as it provides the players with enough room to communicate while they are playing, which helps the researcher to investigate and observe the differences in behavior stimulated from the action happening in the game. Counter-Strike

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Global offensive is also distinguished for its being a very team-work-based game. Thus, communication is essential to a successful collaboration. Participants would have to play as a team and communicate effectively to establish strategies and apply them, reinforcing verbal communication in our observation. Additionally, participants showed more significant interest and enthusiasm in Counter-Strike Global offensive than in the other games. They were more involved and interested in the game as they were very familiar with it.

- **GAMEPLAY:**

Counter-Strike: Global Offensive (CS: GO) is a 2012 multiplayer first-person shooter developed by Valve and Hidden Path Entertainment. It is the fourth game in the Counter-Strike series. Developed for over two years, Global Offensive was released for Windows, macOS, Xbox 360, PlayStation 3 in August 2012, and Linux in 2014. Valve still regularly updates the game with smaller balancing patches and more extensive content additions.

The game pits two teams, Terrorists and Counter-Terrorists, against each other in different objective-based game modes. The most common game modes involve the Terrorists planting a bomb while Counter-Terrorists attempting to stop them or Counter-Terrorists attempting to rescue hostages that the Terrorists have captured. There are nine official game modes, all of which have distinct characteristics specific to that model. The game also has matchmaking support that allows players to play on dedicated Valve servers and community-hosted servers with custom maps and game modes. A battle-royal game mode, "Danger Zone", was introduced in December 2018.

Global Offensive received positive reviews from critics on release, who praised the game for its gameplay and faithfulness to the Counter-Strike series. However, it was criticized for some early features and the differences between the console and PC versions. Since its release, it has drawn in an estimated 11 million players per month and remains one of the

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most played games on Valve's Steam platform. In December 2018, Valve transitioned the game to a free-to-play model, focusing on revenue from cosmetic items.

The game has an active eSports scene, continuing the history of international competitive play from previous games in the series. Teams compete in professional leagues and tournaments, and Global Offensive is now one of the largest global eSports. It has been awarded "Best eSports Game" at The Game Awards 2017, The Game Awards 2019, and The Game Awards 2020 shows.

*Figure 1:* Post-Match Lobby of CS: GO



Figure 1 presents the post-match lobby of Counter-Strike Global Offensive. Each team is composed of five members. This lobby allows the players to communicate verbally and communicate through the chat with their peers by pressing on the "U" key or talking by using microphones and pressing on the "Y" key to chat with their opponents. Another favorable aspect of this game is featuring a pre-made team of 5 members with another pre-made team of 5. To conclude, the lobby was very helpful for our study to see what was going on between

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the participants and their enemy team; it would allow the participants, as usual, to practice their intercultural communicative competence.

### ***3.4.3.2.2. The Participants***

The selection of our participants for the primary observation was challenging. Our main characteristics were based on the participants' ability to communicate effectively. The female was very introverted, which caused major communication issues with her teammates, and she showed signs of discomfort toward the researcher. Moreover, the four males showed considerable interest in action games; especially Counter-Strike Global Offensive and their willingness to communicate and share their thoughts with their teammates were present. Regardless of that, the female reported that she would have communicated a lot if the type of the game was different. However, she has no interest in other games other than MMORPGs like League of Legends.

### ***3.4.3.2.3. The Primary Observation***

As stated earlier, our study participants got more familiar and comfortable with the researcher. They were ready to take part in the main observation through which its revenue will be used to support the interpretation of the students' questionnaire and interviews. The researcher used a variety of strategies to make a genuine observation.

#### **a) The Pre-Observation Stage**

During the main observation, the researcher took notes in the field using Merriam's (1998) map approach, providing a visualization of the environment that would later assist the observer in recalling the intricacies of the setting.

Additionally, the researcher has worked on a time sampling observation template to take notes on the occurring events and how and when. (Kawulich B, 2015) The researcher has

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used the integrated audio recording software to record the participants' verbal communication at every commencement of the observations, and all the users involved agreed to be recorded.

The lobbies were made each time the researcher proceeded by inviting the participating gamers. At the start of each observation session, the observer builds a calm and amicable atmosphere by asking his participants warm-up questions and real inquiries.

### **b) The During the Observation Stage**

The second observation period was more enjoyable for the participants and gratifying for the researcher than the first observation phase. The researcher and his volunteers helped smooth the exchanges and general environment in the earlier meetings. Our study's participants were chattier, engaged in talks with one another, delivered jokes, and exchanged experiences with the observer.

The researcher fostered participant conversations at the end of each match and launched prospective lobby discussions with the opponents. The goal of this phase was to develop a verbal conversation with persons from various backgrounds to assess the participants' intercultural communicative ability.

The rate of communication and use of orders was significantly higher; when we were inside a match, all of the participants were communicating excessively while using a particular set of expressions and words from time to time.

Remarkably, we have found no difficulties in asserting the use of the English language pre, during, or post any of the matches we had with our participants; they used the English language easily as a means of verbal communication as well discussed in the text.



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### **Summary**

In the second chapter, we dealt with the methodology and the data collection materials that shaped our research. This chapter spots light on numerous important points that can enhance the EFL learners 'communication abilities. We also mentioned the procedures and details of the instruments we used in our study while giving precise descriptions of each aspect of our data collection. Questionnaires, interviews, and an in-game observation were the instruments used to complete our data collection; the results obtained from data collection tools were all listed in this chapter. The data gathered will be investigated and analyzed in the next chapter.

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## Chapter Four: Results and Findings

The primary purpose of this fourth chapter is to analyze and interpret the data collected about the benefits of online video games. This chapter examines the data gathered through the three main instruments of questionnaires, interviews, and observation in the same systematic order to provide a well-organized framework structure. Finally, we gather the overall analysis to confirm or reject our research hypotheses.

### 4.1. Data Analysis

To adequately explain the research findings, the data collected must be analyzed to either confirm or reject our hypotheses and answer our research questions. In three stages, the data is analyzed and discussed. As a result, each section of the chapter focused on analyzing a single data collection instrument. The researcher approached each phase by splitting the analyses based on the significance of the data collected in the research study. In other words, the study variables, age, gender, communication abilities, and the three main research questions were used as a guide in analyzing the results. This study aimed to interpret the data collected to understand better EFL learners' perceptions of the use of online video games and the potential of these online platforms to keep improving their communication abilities and intercultural communicative competence.

#### 4.1.1. *Analysis of the Learners' Questionnaire*

As stated previously, we used the questionnaire in the second chapter to investigate whether online video games influence EFL learners' communication abilities and how age and gender, as important factors, influence the research findings. We divide the questionnaire into two sections: communication ability, age, and gender, to investigate these three factors.

The questionnaire will be analyzed in order to gain insight into the participants' perspectives on the following variables: the variety of expectations when playing online video

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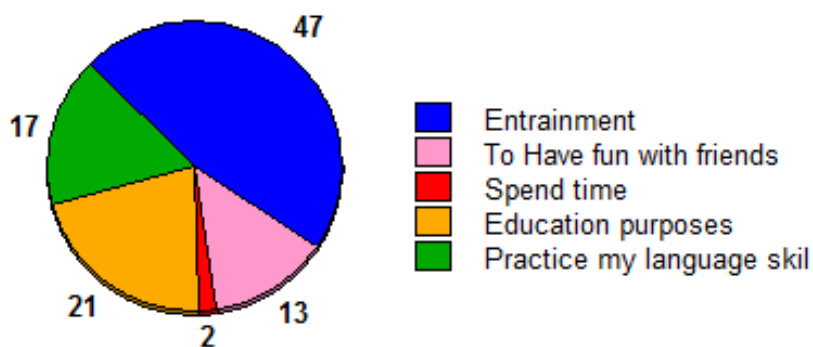
games, the effects of OVGs on EFL learners, and the impact of OVGs on EFL learners' communication abilities as well as their intercultural communicative abilities.

### a) The Assortment of Expectations when Playing OVGs

The graph below illustrates a numerical analysis of the questionnaire's third item, in which we chose to collect data on the participants' expectations when joining various online video gaming platforms. Figure (2) depicts participants' responses to questions about their attitudes toward OVGs and their daily use of these platforms.

(See appendix, question 3, part 2)

**Figure 2:** Goals in Playing Online Video Games



The figure above shows the overall participants' main goals in playing online video games, 62% of the learners prefer playing OVGs during their leisure time, whereas 34% of the participants use online games to learn or practice their language skills.

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Figure 3: Goals in Playing Online Video Games Based on Gender



The graph above displays exhaustive numerical data regarding the participants' goals in playing online video games, based on age and gender.

As displayed in (Males) and (Females) of figure three, 74% of males and 37% of females reported using online video games to be entertaining means, whether to spend time or

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have fun with friends. As for educational purposes, the results showed that 61% of females play online video games to practice their communication abilities and improve their skills.

*Figure 4:* Goals in Playing Online Video Games Based on Age



In figure four, the results showed that 82% of the participants, aged 15 to 19, tend to play online video games to have fun, especially with friends, and 18% reported that they play OVGs for educational purposes to practice their communication abilities.

### a) The Effects of OVGs on EFL Learners

To evaluate the impact of online video games on our research participants, we considered the first and second questions of the questionnaire (See appendix, questions 1 & 2, part 2) to determine how familiar the participants are with OVGs. Their responses are depicted in the graph below:

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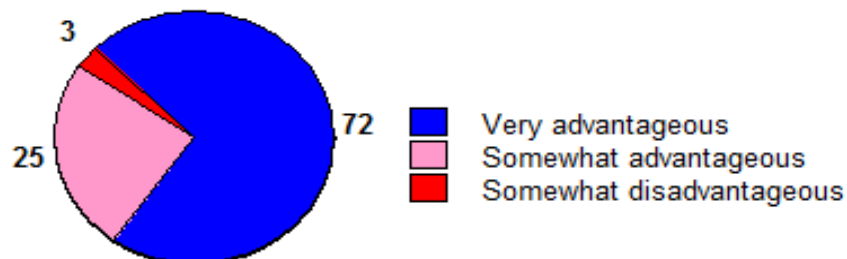
*Figure 5:* The Familiarity of the Participants with Online Video Games



Although 84 % reported being very familiar with online video games, we discovered that 16 % were somewhat familiar with these types of games.

This inquiry set the stage for the subsequent inquiries. The graph below depicts the participants' perspectives on the effects of online video games as platforms. (See appendix, question 5, part 2)

*Figure 6:* The Benefits of Online Video Games



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Figure (6) demonstrates that nearly all of the participants, 97 % believe that using online video games is very beneficial; however, surprisingly, 3% (1 female participant) believe that using online video games is somewhat disadvantageous. Here are some excerpts from the participants to explain what has already been said in this section:

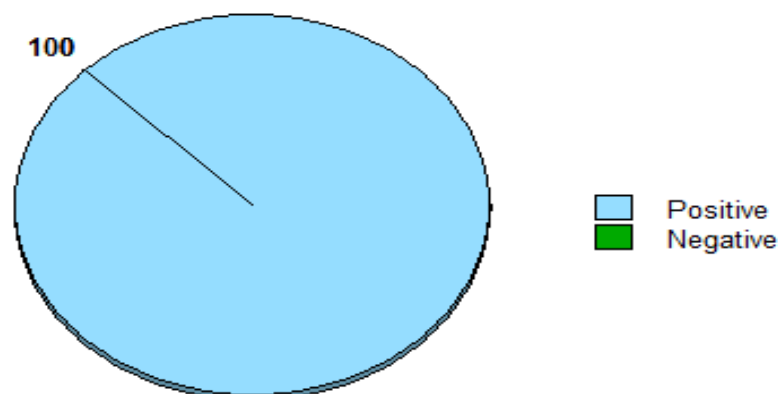
"Online video games are entertaining. However, if not properly supervised, they can become extremely harmful and dangerous. I won't let my kids play online unless they are trustworthy." According to the 3% female representative.

"I do not even think I did learn as much in school as I did from playing online, and I had to make friends that I couldn't make in real life." Online gaming taught me many things, but the most important thing it did was make me feel socially accepted."

"You can have fun while studying, meeting new people, trying new things, and feeling the adrenaline." I didn't join a game to learn; I just happened to be learning at the time."

The figure below depicts what was collected as qualitative data and answers to question 6 regarding our participants' views on online video games affecting their English grades. (See appendix, question 6, part 2)

**Figure 7:** The Effects of Online Video Games on English Grades



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Figure 7 demonstrates that all 30 participants reported that the online video games they played positively impacted their English grades. The majority of the students have expanded on the space provided, and here are a few examples:

"I used to play online video games in English before I started learning English at school." At the age of 11, I became fluent in both writing and speaking. "School takes four years to teach you the essentials that you can learn in a month of online gaming."

"Of course, all I do is write, chat, and type in English; I may have picked up certain tendencies of using casual terms and slang, but overall, online gaming has undoubtedly helped me utter my English."

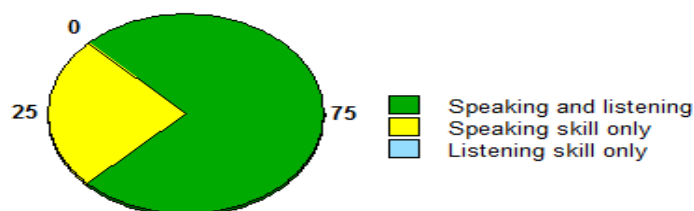
"I do not think a gamer would ever answer negatively to this question, I might seem an exaggeration, but for me, and most gamers I know, it is a fact that online games affect your English grades positively."

### a- The Effects of OVGs on EFL learners' Communication Abilities and Intercultural Communicative Competence

The interviewees were asked about their thoughts on the effects of online video games on communication abilities such as speaking and listening. (See appendix, question 8, part 2)

The figure below shows their sentiments:

**Figure 8: The Communication Skills Affected by Online Video Games**





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As mentioned in figure 8, the dominant percentage (75%) of the learners asserted that online video games enhance both speaking and listening skills, but 25% of the involved users said that only their listening skill was involved.

In the third part of the questionnaire, the participants were asked to provide the name of their favourite online video game and to give reasons behind this preference. A couple of informants discussed the potential of online gaming in enhancing their communication abilities as well as a set of other skills as follows:

"My favourite online video game is Counter-Strike Global Offensive. Because of how much development, I played the game for about eight years, I practised my English speaking, and I could interact with natives with no struggles; adding to that, I learned a bit about every country and many cultures from the friendship I made."

"My favourite game is Dota 2. I met my only friends there, and due to them, I practice my English every day online. I also learned a lot from them in a variety of professions. Online games teach us much more than just how to communicate."

### **b- Intercultural Communicative Competence**

Finally, the questionnaire's final analysis explores the informants' perspectives on the benefits of online gaming in improving intercultural communication ability. The majority of interviewees stated that online video games had a good influence on their intercultural communication ability, whilst the minority focused their ideas on the following prerequisites for successful online learning:

"Yes, online gamers learn lots about cultural differences; most Algerian gamers want to go to Europe for better gaming conditions because of our knowledge of the outside world and other cultures gained through online gaming." However, this type of learning is only

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possible if the other participants are from different cultures and are willing to be tolerant and nice. To summarize, there is no definitive answer to this question; it is dependent on the factors I mentioned."

### ***4.1.2. Analysis of the Learners' Interviews***

As previously stated, the interviews were used to collect qualitative, relevant data to both reinforce and assert the questionnaire data. Eight participants agreed upon the interview, six males and two females. The latter was examined using the same analysis pattern that we used for the questionnaire. In addition, to support the gathered data, the interview analysis will cover the same questions as the questionnaire analysis: the participants' expectations and desires when playing online video games, the effects of OVGs on EFL learners, and the impact of OVGs on EFL learners' communication abilities and intercultural communicative competence.

Given that our research aims to investigate the relationship between online video games and EFL learners' communication abilities, we designed our interview to explore the relationship between these two factors. As a result, the interview questions focused on how various online video games might alter and improve learners' communication abilities.

- **Structured Questions**

**Question (1):** What is your main goal behind playing online video games?

Analysis: 6 males aged 15 to 19 responded that they use OVGs to have fun and past time with friends and for some educational purposes.

**Question (2):** In your opinion, did playing online video games enhance your English communication abilities and your English grades, positively or negatively?

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Analysis: 6 males and 2 females (100%) responded positively to the answer. A couple of respondents elaborated on their answers as follows:

Hassna: "Hell yeah, it did; my English is entirely thanks to online gaming. It enhanced it in a very positive way; if there were a more positive word than "positive, then it would be it."

Younes: "Yes, I was bad at pronunciation, terrible. I am confident online video games helped me speak properly; however, only the terms I use on gaming."

Aymen: "You listen, and you speak in English when you're inside an online game; of course, this helped me. It did not help me directly improve my grades; I got better at grammar and writing by consistently using the chat when playing, which helped me get more marks in the exams.

**Question (3):** How do you usually communicate with other online players inside an online video game?

Analysis: 6 males declared the use of verbal communication via the microphone as the primary means of communication, and they also stated that the use of text messages depends on the absence of the microphone. Two women replied that they communicated verbally with their friends via the Internet by SMS, but they used the microphones if they felt comfortable in the team. One female has justified her answer in the following lines:

Luna: "I honestly prefer to speak when playing as it is more efficient and immediate; however, unless I am with friends or players I am comfortable with, I would only use the keyboard to type in the chat."

**Question (4):** You previously mentioned that online video games do enhance your communication abilities; in your opinion, how does that happen?

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Analysis: 6 males and 2 females (100%) explained in their own words how online video games positively affected their communication abilities. Some of the statements are as follows:

Abdou: "It is not a phenomenon to practice speaking and listening every day; it is just a typical technique to acquire and perfect your communication abilities. We acquired Arabic through our parents and, as gamers, from the individuals we meet and interact with online. Of course, you will not always encounter a native English speaker, but you may still learn from non-natives and practice with others at your level.

Yacine: "Unlike TV, YouTube, or even the classroom, online video games allow us to practice the most crucial ability, in my opinion, which is speaking." I can make errors by interacting with my microphone and speaking, learning, and practising the skill more. You may also improve your writing skills by participating in the discussion and reading the stories and biographies of the characters.

**Question (5):** In light of what you have experienced when playing online video games, do you think such platforms help you improve your intercultural communicative competence?

Analysis: 8 males and 2 females (100%) positively responded to this inquiry and provided further details regarding the matter. Some of the revelations are:

Scream: "My dream destination is Germany, and honestly, if I didn't have my gaming friends, I would not know this much detail about this country as I do now. People in online video games would give you the details and information no other website, including TripAdvisor, would give. There is a whole list of countries, cultures, and religions I learned and became familiar with through my online gaming friends; it for sure does help to improve the intercultural communicative competence."

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Nina : "Yes, for sure, you talk with people from different cultures, and as humans, we are curious, and thus you just naturally learn about them, most of the time subconsciously, but at the end of the day, there is this huge baggage of knowledge about other cultures picked up from online games."

**Question (6):** As an online video gamer, what are the other skills, which we did not mention, that might be developed through online gaming?

Analysis: Most respondents (6 males) provided answers to the inquiry. The rest of the participants did not have any answers to the proposed question. The most noteworthy replies are as follows:

DzGamer: "Online games provide many more advantages than simply passing the time or improving one's language skills; exposure to situations in which a human would not typically find himself/herself teaches them how to deal with them in everyday life." There is also the fact that gaming allows you to improve reflexes and situational awareness; it also helps individuals who have difficulties communicating with others, such as introverts and those suffering from autism or melancholy."

**Question (7):** To conclude this interview, could you provide me with the name of your favourite game and the rationale behind the preference?

Analysis: 6 males and 2 females (100%) agreed to provide the name and the details of their favourite game. The most suitable answers for our analysis and discussions are:

Aymen: "Counter-Strike is my favourite game; I love action games, it gives you a consistent blood rush and adrenaline, especially when things get intense and you have to kill, protect yourself and either give or receive orders from you teammates. It sounds like a real-life war."

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Luna: "League of Legends. I have been playing this game for five years for the same reason, very fun and challenging. I sometimes hate that you have to play with four teammates and completely rely on them to be victorious in the match. However, I enjoy talking and learning with new people; that's what online video games are about at the end of the day, social fun online video games."

### ***4.1.3. Analysis of the in-Game Observation***

The in-game observation inspection is based on our research's three key variables: communication ability, age, and gender. During this stage, the researcher attempted to investigate the research's identical antecedent dimensions, the concerned population's beliefs and desires when playing online video games, the effects of OVGs on EFL learners, and the impact of OVGs on EFL learners' communication abilities and intercultural communicative abilities.

#### **a- The Concerned Population Supposition & Wants when Playing Online Video Games**

We saw that the participants in our study were knowledgeable and aware of their surroundings and why they joined these platforms when we initially joined a group chat and welcomed the four selected people. One of the participants said "time to learn" in a humorous tone, indicating that they are aware of the impacts of online video games on them and that they are evident. Contrary to our expectations for the first game, the participants in our research showed a high level of tolerance and connection to the researcher. Furthermore, even though the participants in our research were strangers of all ages and genders, they were at ease cracking jokes and appearing quickly.

During the succeeding matches, the researcher periodically elicited ideas to appreciate the motives and assumptions of their online players. We determined from the responses of the

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participants on the observation, as well as earlier data collecting tools that the major purpose of utilizing online video games is to have fun with friends.

### **b- The Impact of OVGs on EFL learners' Communication Abilities as well as their Intercultural Communicative Competence**

We saw that everyone had good pronunciation and a large vocabulary during the first matches. However, given that the majority of the terms they knew mainly were used in online games, we concluded that participants' use of online video games could increase their communication skills and vocabulary. However, the participants provided incorrect and phonemic interpretations of certain other unfamiliar terms, which helped to validate previously proposed explanations. They also demonstrated a high level of self-correction by retyping phrases that were incorrectly perceived or by frequently expressing ambiguous terms.

Based on what has been discussed, we have given special attention to the usage and strengthening intercultural communicative ability during the in-game observation. Although it was not feasible to employ this ability at every match, we did engage the usage of intercultural communication skills more than we planned. Several participants in our observation, as well as some members of the enemy team we played against, initiated more personal and in-depth conversations about the differences in their lifestyles in a short period of time; unconventionally, both parties pointed out the similarities and differences in their lifestyles as well as their cultures.

As you may have seen, we spent a large amount of time outside of the game due to our presence in the lobby. We saw that during the match we played with our participants, a dialogue with members of the opposing side emerged. We concluded from monitoring these talks that the participants and the members of the opposing side were outstanding at talking

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with strangers and forming friends. They also had much success in increasing awareness, maturing, spreading, and expressing their beliefs, as well as sharing their lives and culture with other online games.

### **4.2. Discussion of the Results**

In this study, we want to know how online gaming can improve EFL learners' communication abilities and intercultural communicative competence because these platforms provide users with a virtualized environment in which they can interact with people from different cultural backgrounds.

As previously stated, we conducted our analysis alongside the three primary factors of our study: communication abilities, age, and gender, as well as the main research questions. We provided a synopsis of the findings from the three data collection tools: learner surveys, interviews, and in-game observations. The results showed that online video games had a significant positive impact on EFL learners' communication abilities and intercultural communicative competence. Other cognitive skills have also been reported to be involved.

The findings from the learners' questionnaires, interviews, and observations revealed that the participants are well aware of the importance and benefits of online video games in positively affecting them and that online gaming is about more than just having fun and wasting time. Nonetheless, most participants stated that they are very familiar with online video games and that they improved their English grades while also allowing them to be more active and involved in the English classroom. We thought that online video games could be used as educational tools to teach EFL and other advanced learners at the time.

The data analysis also showed that online video games have a significant positive impact on EFL learners' communication abilities and provide them with the necessary set of skills. Participants reported that online gaming helped them improve their speaking and



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listening skills significantly, not their writing and reading skills. Furthermore, based on in-game observations led by the researcher, we discovered that the players correct each other; that is, if one member makes a spelling or articulating error, the other members will assist him/her in auto-correcting himself/herself. However, a whole other observation we made was the rapid rate at which individuals become comfortable with one another and become friends; as a result, players end up having a long list of friends on their accounts, which eventually results in an endless set of pre-made matches.

Subsequent research established that online video games provide players with a safe and comfortable environment in which they can quickly make friends worldwide. As a result of an extensive conversation with people from other backgrounds, participants in our study reported a significant increase in their intercultural communicative ability and their fundamental understanding of other cultures and nationalities. In our study, participants believe that online gaming and other virtual platforms are the only logical and normal settings in which individuals should choose to practice their intercultural communicative competence.

Based on the study's findings, we discovered that age and gender are important factors in how users of online video games acquire knowledge and improve communication skills, owing to differences in intercultural communicative competence. The findings revealed that the majority of males are interested in the fun aspects of web gaming providers, such as the dopamine rush induced by the thrill of action or online adventure games or simply spending quality time with friends. In contrast, most females are interested in learning and practising their communication skills. Nonetheless, the data has revealed that, regardless of their actual needs, both males and females have an equal amount of fun and public knowledge acquisition. Furthermore, males preferred using spoken words to communicate, whereas nearly all females preferred to use the chat because they are shy and do not feel comfortable

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being heard. As a result, males improved their speaking skills more than females, while females only improved their writing skills.

Age and gender differences affect the rate of acquisition and learning differently. Only when the users prefer to be less exposed to or involved in online gaming platforms. In other words, all users, regardless of age or gender, learn at the same rate under the same conditions. To illustrate, if a 30-year-old female plays the same online video game as an 18-year-old male for the same amount of time and employs the same communication strategies, both individuals learn and acquire a different set of skills at the same rate. Furthermore, while age and gender have no direct effect on the outcomes of online games, they do differ in terms of acquiring knowledge and improving different communication skills.

Although our primary goal is to investigate the role of online video games in improving EFL learners' communication abilities and intercultural communicative competence, we discovered a long list of other skills that can be improved when playing on these platforms. According to the data, most participants believe that the first important skills you develop when playing online are critical thinking and problem-solving abilities. Furthermore, we discovered that OVGs allow users to train reflexes and situational awareness by repeatedly exposing them to scenarios in which humans are unlikely to find themselves, eventually teaching them the best steps and actions to take.

Another benefit of situational awareness is that it teaches users life skills such as negotiation. Nonetheless, users may subconsciously gain and strengthen cognitive abilities such as multitasking, memory enhancement, and brain speed. Last but not least, online gaming helps players improve their vocabulary. Based on data gathered from interviews and observations, we determined a collection of specific vocabulary that may be made up of formal and informal phrases learned through online gaming. The set of words varies from

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game to game, but we found that gamers from the same type of game but different ones shared the same vocabulary and word choice.

Even with the perfect image we have painted so far of the effects of online video games, there are still conditions that must be met before actual learning can occur. The type of game determines how EFL learners learn and practise their communication skills, the number of players involved in the match, and the communication itself. The success of the virtual communication undertaken determines the enhancement of EFL learners' communication abilities and intercultural communicative competence.

To explain, players do not need to speak or chat with other players in order to win matches; thus, players do not speak or write in the chat, which harms their communication skills, but teamwork and strategic online games respond online to interact with other players in order to win matches. Players must communicate with one another to win games, so their communication skills are honed. As a result, two major factors influence the rate at which users learn and practice their skills: the amount of connection provided by the online video game and the number of participants in the game or match.

Once the factors mentioned above have been checked, a normal in-game conversation should be initiated, and thus learning occurs. Although we did not witness any of these inept matches, our participants reported that players could be toxic and unfriendly on occasion, causing an extreme opposite of learning because most of these players would insult or be very hostile for no apparent reason.

There was no prearranged agreement between the subjects and the researcher during the data collection procedure, and the results were not altered. The findings were meticulously gathered and published in accordance with strict impartiality guidelines.

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### **Summary**

During this chapter, we discovered that users of online games are aware of both the positive and negative aspects of these platforms after analyzing and discussing the quantitative and qualitative findings. Furthermore, we reported the conclusive results derived from questionnaires, interviews, and in-game observations, elaborating on how constant exposure to online video games motivates and pushes EFL learners to use either spoken and/or written English to communicate with their online peers, thereby improving their communication abilities as well as their intercultural communicative competence. Finally, we demonstrated how differences in age and gender affect the rate at which a person is exposed to online video games, which indirectly affects how one acquires knowledge and enhances different skills differently.

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## Chapter Five: Conclusion

In This chapter we investigate whether playing online video games can result in positive outcomes that might be used constructively to achieve convenient alterations, in the Algerian academic settings. Therefore, we conducted a series of data collection sessions to determine whether online video games can be beneficial for our advanced English as foreign language learners.

### 5.1. Aims of the study

The ultimate goal of our study is not to completely label online gaming as the perfect way to acquire and develop different skills but rather to present it and raise awareness about its potential, and possibly present it as a possible new tool that can be used pedagogically in advanced EFL learners' classes, namely, the "Language and Communication" classes at Djilali Bounaama Khemis Miliana University.

### 5.2. Study Limitations

The current study contains some shortcomings that should be noted for the sake of future efforts. Firstly, not all participants were helpful; the group was small. It was about 30 students from different backgrounds and genders are not sufficient to be definite in terms of empirical works. Second, we have shortened in terms of equipment and time. Therefore, we could not design the most suitable online video game for the study; nor to test new vocabulary of learners in the academic settings, which left question marks on the validity of the inclusion of online video games in teaching English courses.

### 5.3. Suggestion

We suggest a larger population of different backgrounds and genders to facilitate the procedure of conducting the research. To be more accurate and inclusive in terms of selecting participants. Besides, to investigate better the impact of online video games in the academic settings, participants should have computers, and provided with a pre-set online video game

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and sufficient period with strict notes during the courses. It will offer researchers a clear compromise when including online video games in teaching English as a foreign language.

### **Summary**

To sum up, throughout this Chapter, we have conducted series of data collection sessions to determine whether online video games can be beneficial for our advance English as foreign language learners at Djilali Bounaama University, Khemis Miliana. The main findings reveal that there are positive effects on EFL learners when using online video games. This swings from a series of cognitive abilities such as better memory and critical thinking to visible enhancements and alterations in communication abilities such as speaking and listening skills, and writing and reading skills at a low extent. We also unveiled how online gaming exposes EFL learners to different cultural backgrounds; it could be used to induce improvements in the intercultural communicative competence within our advanced learners.

On the other hand, the present study indicates that online gaming can also be beneficial in enhancing social skills and emotional intelligence. Nonetheless, we have disclosed the influence of the age and gender factors on our EFL learners as individuals, in which eventually changes the extent to which these individuals acquire skills and knowledge at different paces. It also suggests possible orientations in the current pedagogical tools and

Approaches used in Langue and Communication in the given context. However, it is a must to note that according to the analysis and deductions, we arrived at, to have an optimal learning experience by online video games is dependent on the game itself, as well as the others involved online users in the matches. In other words, online video games are not a supplement pill that one has to swallow to gain knowledge or enhance any skill, but it is a process of learning that takes time with pre-conditions with control.

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## Appendix A

### Learners' Questionnaire

#### Determine the influence of Online Video Games on EFL Student Communication Skills

Dear students,

This questionnaire aims to investigate the influence of online video games on learners' communication skills. We would like to ask you to help us answer these questions. Your responses will be kept completely confidential, and your assistance is greatly appreciated.

#### Part 1- Personal information

1 - Your Gender: Male

Female

2 - Your Age:

3 - How would you describe your English grades?

Very good

Average

Not good

#### Part 2- The Influence of Online Video Games

1 - How would you rate your familiarity with Video Games?

Very familiar with video games

Somewhat familiar

Unfamiliar

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### 2 – How would you rate your familiarity with Online Video Games?

Very familiar with online video games

Somewhat familiar

Unfamiliar

### 3 – What are your main aims when playing Online Video Games? (You are allowed to Choose more than one answer)

Entrainment

To have fun with friends

Spend time

Educational purposes

Practice my language skills

### 4 – How often do you play online video games?

Once a week

Everyday

Not very often

### 5 – How do you perceive the benefits of Online Video Games?

Very advantageous

Somewhat advantageous

Disadvantageous

### 6 – How did playing online video games affect your English grades?

Positively

Negatively

I don't play online video games

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**7 – What are the means you use to communicate with other players on Online Video Games?**

Through speaking on the Microphone

Through typing in the chat

**8 – What are the means you use in playing video games?**

Computer

Smartphone

Play Station

Xbox

**9 – Has playing Online Video Games affected your English abilities? Such as speaking  
And listening abilities?**

Yes, it has affected both my speaking and listening skills

No, it has not affected any of my speaking and listening skills

I do not play online video games

**PART 3-**

**1 – In Online Video Games, participants would interact with people from different**

**Countries. Do you think this is helpful in developing their communication skills, such as speaking?**



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**2- Do you think online videos game are of great importance in developing your communications skill? And How?**

**3- What are your favorite online video games? Could you tell us in brief about it?**

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## Appendix B

### INTERVIEW QUESTION:

Question (1) attempts to determine whether the participants of the study are considering the educational benefits of online video games or not. Additionally, such inquiry provides the researcher with the participants' intentions when playing online video games.

Question (2) looks into the users' perceptions of online video games in enhancing their English communication abilities and English grades. The interviewees are given a choice to report by either answering positively or negatively.

Question (3) seeks to discover which of the communication tools the interviewees prefer communicating. The rationale behind this question is to understand how the ways of communication affect the communication abilities differently. Moreover, it investigates to what extent reading and writing skills are involved in virtual communication through online video games.

Question (4) seeks to understand how and what factors affect our participants' communication abilities. The choice of a semi-structured question is to provide both the researcher and the interviewee with enough room for further inquiries.

Question (5) attempts to determine whether the participants of our study are aware of Intercultural communicative competence and to what extent they believe online video games can be either beneficial or not in enhancing such ability.

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Question (6) gives the floor to the participants to provide a list of the skills and abilities they believe they can or have enhanced through playing online video games.

Question (7) provides the researcher with a specific type of online video game. Such information would help the researcher understand how different online video games are interlinked with the development of communication skills and intercultural communicative competence.