



The Effect of Video Games on the Speaking Skill for the Students of Second Class at Basic Education College

تأثير ألعاب الفيديو على مهارة التحدث لطلبة المرحلة الثانية في قسم اللغة الانجليزية

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كلمات مفتاحية: تأثير, ألعاب الفيديو, تربية, مهارة التحدث

Abstract

English as a global language has been an aim of many education establishments. Such an interest in teaching learning English opened the door for a lot of approaches, methods, and strategies that supposed to facilitate the process of teaching/learning English. Meanwhile, teaching aids has had a significant role in saving time and efforts on the way of teaching English. Among the teaching is playing video games which must has been proved sufficient as a teaching aid. The research is about exploring the effect of playing video games by the students on enhancing their English speaking taking into consideration that the researcher had hypothesized that playing video games by the students of English Department had no effect on their English speaking competence.

خلاصة

اللغة الانجليزية بصفتها لغة عالمية حظيت باهتمام العديد من المؤسسات. هذا الاهتمام فتح الباب للعديد من الطرائق و الطرق و الاستراتيجيات التي من شأنها تسهيل عملية التعليم/التعلم. في خضم هذا الحراك التربوي ظهرت اهمية وسائل الايضاح كوسيلة توفر الجهد و الوقت في عملية التعليم. و من بين هذه الوسائل هي ممارسة الطلاب لألعاب الفيديو التي اثبتت فاعليتها في كوسيلة ايضاح. هذه الدراسة بصدد بحث تأثير ممارسة ألعاب الفيديو من قبل الطلاب على مدى كفاءتهم في محادثة اللغة الانجليزية حيث ان الباحث افترض ان الالعاب لا تأثير لها على تعلمهم الانجليزية. عينة الدراسة هي طلاب من قسم اللغة الانجليزية في كلية التربية الاساسية.

Introduction

A teaching aid has been proved as one of the most significant means that supports teaching/learning process(Kunci Ariani 407). Teaching aids facilitate teaching in several aspects; it overcome boredom in the class, make the class more interested, and, then saves time and efforts (Badaka Kija 65). As one of the teaching aids that used on the way of learning process is video games. Such a teaching aid is, to a good deal, modern. It has been relied on in many states in the classes as to show the student instead of telling him about an idea (James Paul Gee3). In this research what is going to be highlighted is the aspect of gaming as an interesting and useful teaching aid. The research is to show to what extent playing video game is beneficial on the side of the student as to enhance his English speaking.

Hypothesis

The researcher hypothesizes that video games(whether the type of the video or the time being spent on playing) have no effect on the speaking skill development of the college students. The hypothesis is attributed to the everyday observation by the researcher to the students; most students don't speak English as they should as English Department students. At the same time they are supposed to be good video games players for the widespread of such entertaining games.

The Research Questions

1. Do video games have an effect on the learning of speaking skill?

2. If yes, what kind of video have the effect?

Review of Related Literature

The digital technology has been developing to serve humanity more and more. As one of this technology features is the information era(Neil Selwyn). Such a dramatic change should affect all aspects of life including teaching and learning. Teaching aids has been to a good deal a pivotal part in teaching for it boost the achievement of the aims with time and efforts saving. The traditional teaching aids have jumped forward alongside the ongoing of the era information. So teaching aids have been more lively and closer to reality. As one of the reliable teaching aid used by teachers is the video games. Such an aid would imply two significant ideas; the enjoyment and the reality of the issue being presented. (Gaffour Mohemmed 2021)

A man, in nature, would tend to escape boredom towards entertainment. A game is one of the efficient resorts that people rely on to avoid boredom and get in a happier life. Video game in specific has been widely spread as an entertaining means. It is characterized by many advantages that a user may obtain when watching videos. Among the advantages is the fast decision making and fast appropriate response to the situation.

In the world of English learning speaking skill would be considered the most significant one to obtain since language is basically spoken. So enhancing the skill of speaking is to have the priority in proportion to other skills. Video games as a teaching aid on the way of learning English speaking has been proved effective and make the process go better. As one of the causes of the video games effectiveness on learning speaking is that speaking is a skill(not information) so it needs to be practiced. The practice would refer to both listening and speaking, and because the time in the class is not enough to get involved in such a practice the video game would offer a considerable opportunity to do.

Methodology

As to achieve the aim of the study, if the video games had an effect on English speaking, the study was conducted at the College of Basic Education since the sample of the study is students of 2nd class of the English Department. The number of the students was as they were the study sample was 50 male and female students. The researcher relied on q questionnaire as a data collection means. A band of questions were addressed to the students as too know if they were engaged in video games or not. After classifying the students into two groups(video games players and not players), another questions were addressed to the students as to know what kind of video games they had been playing. In addition they were asked about the time they usually spent in playing. Such procedures were relied on to know the relation between the level of the student's speaking and the kind of the videos and the time they spent. In other words the researcher aimed at determining if specific video games had more effect on speaking than others. Besides, to know if there was a relation between the number of hours a student pend on the obtaining of the skill.

Findings

As the above mentioned, the students were classified into three levels according to their speaking competence; high, middle, low. After collecting the questionnaire sheets, the findings were as follows:

The high students video games players		the middle students video games players.		the law students video games players	
males	Females	Males	Females	males	Females
100%	90%	70%	55%	47%	14%

The percent above refers to the number of the students who were video games players out of the total number of the same category.

Concerning the kinds of the video games the students played, the findings were as follows:

The high students video games players			the middle students video games players.			the law students video games players		
Males		Females	Males		Females	Males		Females
Fighting	80%	50%	Fighting	10%	25%	Fighting	15%	5%
Football	0%	0%	Football	50%	10%	Football	25%	4%

Others	20%	40%	Others	10%	20%	Others	7%	5%
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The above figure shows a relation between the kinds of video games that the students played and their level of English Speaking. At the same time the figure shows that specific games (fighting) has a clearer relation between the achievement and the percent of the played games. While another games (such as football) has little affect. The researcher attributed the cause to the language used in the games; the vocabularies used in the football games are limited and the player is not in need to use them. On the contrary, games like fighting; the players depend, to a good deal, on listening and speaking to get involved and interested.

So the figure shows that there is a considerable relation between the student's achievement at English speaking and the kind of the video games they are playing.

While about the time they spent on playing, the findings were as follows:

The high students video games players		the middle students video games players.		the low students video games players	
Males	Females	Males	Females	males	Females
Everyday	3 times a week	3 times a week	2 times a week	2 times a month	Seldom(no regulation)

The figure shows clearly that the more a student played video game the better achievement he did concerning English speaking.

Conclusion

Seeing to the above figures, the hypothesis that the researcher had stated has not been proved. The study showed that:

1. The high English speaker played video games more than the other students.
2. The kind of the video games has a clear effect on the level of the English speaking.
3. The time that the students spend on video games has a clear effect on the level of the students English speaking.

The researcher attributed the big difference between the what he had hypothesized and what the study has proven. The researcher attributed the cause of the difference to the random observation which was the cause of the hypothesis.

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Appendices

individual or team game?	how often you play?	kind of video games	English?	do you play video games?
individual	once a week	لودو	No	yes
individual	less		No	No
individual	everyday	action games and sport games	Yes	yes
individual	once a week	Football	Yes	yes
				No
team	less		No	No
individual	once a week	Balls game	No	yes
team	each other day	Race	Yes	No
individual	once a week	Compete	Yes	yes
team	each other day	رهان	Yes	yes
team	everyday	Football , war , mystery , etc	Yes	yes
individual	each other day	Fighting Games	Yes	yes
individual	once a week	الاكشن	No	No
team	less	I don't play games	No	No
individual	less	I prefer fighting games	No	No
			No	No
				No
individual	everyday	duolingo	Yes	yes
individual	less	There is no specific type	Yes	yes
individual	once a week	Different types, but mostly games of understanding or finding what is lost,	Yes	yes
individual	each other day	action	Yes	yes
individual	once a week	لا لعب	No	No
team	once a week	Intelligence games.	Yes	yes
individual	each other day	fifa	No	yes
individual	less	لا ألعب	No	No
individual	everyday	football	Yes	yes
individual	less	Hay day	Yes	yes
team	less	.	Yes	No
team	less	No, Idont play any video games	No	No

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individual	once a week	بوجي	Yes	yes
individual	less		No	No
individual	everyday	Driving	Yes	yes
individual	each other day	Football games	Yes	yes
individual	each other day	I used to play action games, mind games, and a little horr	Yes	yes
individual	less	No	No	No
team	once a week	Yalla Ludo	No	yes
team	once a week	Play Station	Yes	yes
individual	less		No	No
individual	everyday	العاب الفيديو	Yes	yes
individual	less	Idont play	No	No
team	each other day	بوجي وبس	Yes	yes
individual	less	car games	Yes	yes
individual	once a week	Survival games.	Yes	No
individual	everyday	اسئلته واجوبه	Yes	No
team	less	Pubg mopile	Yes	yes
individual	once a week	Fighting Games	Yes	yes
individual	once a week	Dream League Soccer 24 and Clash of Clans.	Yes	yes
				No
team	once a week	Action, war and fight	Yes	yes
		لا ألع	No	No
team	less	Call of duty mobile	Yes	yes
individual	less	لا يوجد اي نوع	No	No
team	once a week	Football games	Yes	yes
team	less	كره قدم	Yes	yes
				No
individual	less	لا لعب العا	No	No
			No	No
team	less	لا اللعب	No	No
team	less	No thing	No	No
individual	less	لا لعب	No	No
team	less	I don't play any kind of video games	No	No
individual	each other day	Fighting game	Yes	yes
individual	once a week	لا	No	No

مجلة الفارابي للعلوم الانسانية العدد (٦) الجزء (٢) كانون الاول لعام ٢٠٢٤

			No	No
individual	less	No	No	No
			No	No
team	everyday	Fighting and war games	Yes	yes
individual	less	لا لعب أي لعبة	No	No
individual	less	لا	Yes	No
				No
individual	once a week	E FOOTBALL	Yes	yes
team	less	I do not play any video games	No	No
individual	less	لا لعب	Yes	No
team	once a week	war	Yes	yes
individual	once a week	Sport.	Yes	yes
team	everyday	Any online game	Yes	yes
team	once a week	Pubg mobile	No	yes
				No
team	less	I don't play video games.	No	No
team	each other day	Wars	Yes	yes
team	everyday	كرة القدم	No	yes
team	once a week	adventure	Yes	yes
individual	everyday	learn language	Yes	yes
team	less	No,I don't play	Yes	No
individual	each other day	I don't like video games	Yes	No
individual	less	I don't play games because they waste my time	No	No
individual	less	subwa princess Runner	Yes	yes
individual	everyday		Yes	yes
individual	everyday	any thing	Yes	yes
team	once a week	Football	No	No
individual	less	Video games cartoon	No	yes
individual	less	Carton	Yes	yes
individual	less		No	No
individual	once a week	Such as storytelling and war games.	Yes	yes