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## The Effect of Using Online Video Games on Ninth Grade EFL Students' Oral Skills and their perspectives towards it

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### Abstract

The study aimed to examine the effect of using online video games on ninth grade students' oral skills and their perspectives toward it. The participants consisted of 40 students from Kufura'an Secondary School for Girls in the Irbid Directorate of Education. To meet the study's objectives, a pre-/post-test was administered for both the experimental and control groups. Additionally, a questionnaire was administered to the experimental group only. The students were randomly divided into two groups: the experimental group (20 students) and the control group (20 students). The experimental group was taught listening and speaking skills using online video games, while the control group learned these skills through regular instruction. The results showed statistically significant

differences between the mean scores of the experimental and control groups in both listening and speaking skills, with the experimental group outperformed the control group. Furthermore, the experimental group exhibited positive perspectives towards the use of online video games in learning English oral skills. As a result, it was recommended to use online video games as a method of teaching oral skills (listening and speaking).

**Keywords:** Effect, Online Video Games, 9<sup>th</sup> Grade Students, Oral Skills, Perspectives.

## أثر استخدام ألعاب الفيديو الإلكترونية في المهارات الشفوية لدى طالبات اللغة الإنجليزية لغة أجنبية في الصف التاسع الأساسي وتصوراتهم نحوه

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### الملخص

هدفت الدراسة إلى استقصاء أثر استخدام ألعاب الفيديو عبر الإنترنت في المهارات الشفوية وتصورات طالبات اللغة الإنجليزية في الصف التاسع نحوه. شارك في الدراسة 40 طالبة من مدرسة كفرعان الثانوية للبنات في مديرية التربية والتعليم في إربد. لتحقيق أهداف الدراسة، تم إعداد اختبار لكل من المجموعة التجريبية والمجموعة الضابطة. بالإضافة إلى ذلك، تم توزيع استبيان على المجموعة التجريبية. تم تقسيم الطالبات عشوائياً إلى مجموعتين: المجموعة التجريبية (20 طالبة) والمجموعة الضابطة (20 طالبة). تم تدريس مهارات الاستماع والتحدث للمجموعة التجريبية باستخدام ألعاب الفيديو عبر الإنترنت، بينما تعلمت المجموعة الضابطة هذه المهارات من خلال الأساليب الاعتيادية. أظهرت النتائج وجود فروق ذات دلالة إحصائية بين متوسط درجات المجموعتين في مهارات الاستماع والتحدث، حيث تفوقت المجموعة التجريبية على المجموعة الضابطة. علاوة على ذلك، أظهرت المجموعة التجريبية تصورات إيجابية تجاه استخدام ألعاب الفيديو عبر الإنترنت في تعلم المهارات الشفوية في اللغة الإنجليزية. نتيجة لذلك، توصي الدراسة باستخدام ألعاب الفيديو الإلكترونية للمساعدة في تعلم مهارتي الاستماع والتحدث.

**الكلمات المفتاحية:** أثر، ألعاب الفيديو عبر الإنترنت، طالبات الصف التاسع، المهارات الشفوية، تصورات.

### Introduction

According to Statista (2023), Hindi and Spanish were the third and fourth most widely spoken languages in the globe, respectively, somewhat more than the 1.1 billion Mandarin Chinese speakers at the time of the study. The widespread use of the English language for various purposes across the globe is widely recognized. It is the only language to have achieved such widespread use, earning it the title of "a truly international language" (EIL) (Raja et al., 2022).

English is an international language spoken and written globally. However, learning English is essential for enhancing human resource value by mastering the global language. It enables individuals to engage in business, trade, promote their culture worldwide, build strong political relationships with other nations, and remain competitive on the global level. Vocabulary is a crucial component in mastering the English language. Without a solid vocabulary, learners would struggle to form sentences, making it difficult for them to communicate, either in writing or speaking (Handoko, 2016). Handoko demonstrates that video games offer benefits by creating situations that enhance our social interactions, values, and help players develop an epistemic understanding of the context. In the process, players often come across unfamiliar words that they need to understand in order to succeed in the game.

Schlimme (2002) argues that a context is provided by an online video games where players have the ability to explain the results, helping them better understand other concepts. Schlimme (2002) also suggested that video games may improve children's reading, spelling, spatial reasoning, and critical thinking. Furthermore, she claims that certain video games that simulate and introduce players to unfamiliar words essential for success, which can lead to an increase in their vocabulary levels.

Shaffer et al. (2004) explored the psychological aspects of video games, noting that the virtual world allows for the development of situated understanding, effective social practices, and shared values, while helping players acquire an epistemic view of the context. They concluded that the process of constructing an epistemic frame, along with the integration of knowledge and action within the virtual world, serves as a powerful tool for learning. Da Silva (2014) points out that video games offer opportunities to improve both receptive and expressive skills, such as reading, listening, speaking, and writing. Players are introduced to new vocabulary, even through interactions with non-playable characters (NPCs) in the games

According to Khasawneh (2024), video games are a technological tool that has been shown to enhance learners' language proficiency. They offer a multi-sensory experience that goes beyond traditional language learning methods,

immersing students in virtual environments where they can actively practice and improve their skills in the target language. As highlighted by Soyoof (2018), the fundamental feature of video games, "simulation," enables the creation of virtual worlds that closely mimic various aspects of the real world, such as business, healthcare, and daily life. In these virtual environments, players encounter scenarios that require effective communication, strong problem-solving skills, and sharp decision-making. Turgut and İrgin (2009) found that video games are effective for acquiring subskills, especially vocabulary and pronunciation on learning English through computer games. Similarly, a study by DeHaan (2005) argues that the inclusion of complex contextual information in video games improves comprehension of language use, going beyond the mere memorization of grammar and vocabulary rules.

A study by Richtoff and Person (2022) shows that playing video games at home encourages students to learn the English language. Meanwhile, the reward systems in video games are carefully designed to tap into psychological mechanisms such as the desire for accomplishment, challenges, and recognition. These systems enhance the overall gaming experience, motivating players to stay engaged by promoting a sense of progress, achievement, and enjoyment. (Khasawneh, 2024).

Gamification has increased in popularity and is now widely employed in a variety of industries, including information and communication technology (ICT), healthcare, marketing, education, and business. Its basic idea is the incorporation of game components into non-game situations with the ultimate goals of promoting more engagement, raising motivation, and altering behavior (Caponetto, 2014). Certain simulation video games introduce players to unfamiliar phrases that are key to succeeding in the game (Schlimme 2002). According to Reinhardt and Thorne (2020), by actively engaging the visual senses, learners can improve their vocabulary acquisition, develop a deeper understanding of contextual nuances, and cultivate a greater sense of cultural awareness.

### **Oral Skills (listening and speaking)**

Krashen's (1985) research posits that language acquisition is most effective when learners are exposed to comprehensible input that is slightly beyond their current proficiency level. Online video games offer such input through character dialogues, spoken instructions, and real-time peer interaction. The rich, repetitive, and contextually embedded language found in these games supports gradual language acquisition and enhances listening comprehension skills.

In the context of second language acquisition (SLA), listening plays a foundational role, as it typically precedes speaking and underpins the development of other language skills. Learners must receive sufficient and meaningful input in order to produce appropriate output. Vandergrift and Goh (2012) emphasize that developing listening skills enables learners to internalize the sound system, vocabulary, and grammatical structures of the target language. This internalization facilitates more fluent and accurate oral production, contributing significantly to overall language proficiency.

Although researchers argue that listening is one of the most important foreign language learning skills, it has long been neglected in foreign language learning, teaching and assessment (Goh, 2000; Vandergrift, 2003). Some scholars have even referred to it as the Cinderella skill of second language acquisition (Nunan, 1998).

Furthermore, listening is not a passive activity but rather a complex, dynamic, and interactive process. Rost (2011) describes listening as a multi-stage process involving the reception of spoken input, the construction and representation of meaning, negotiation and response during interaction, and the co-creation of meaning through involvement, imagination, and empathy. Similarly, Brown (2007) highlights that listening demands active engagement with auditory stimuli, prior knowledge, contextual cues, and an understanding of the speaker's intent. These perspectives collectively underscore the cognitive, social, and affective dimensions of listening, positioning it as a critical component in effective language learning and communication.

Speaking is a fundamental productive skill in language learning, requiring not only the articulation of sounds but also the construction of grammatically accurate, semantically appropriate, and contextually relevant utterances. According to Bygate

(1987), speaking is the production of auditory signals designed to convey meaning to the listener. In the context of language learning, the development of speaking skills is crucial for building fluency, confidence, and communicative competence. This skill encompasses several interrelated aspects that reflect both linguistic proficiency and communicative ability. One of the core components is fluency, which refers to the ability to speak smoothly and effortlessly, with minimal pauses or hesitation. Fluency requires automaticity in retrieving linguistic elements and structuring coherent speech in real time (Nation & Newton, 2009). Another essential aspect is accuracy, which involves the correct use of grammar, vocabulary, and pronunciation. While fluency emphasizes flow, accuracy ensures that speech is intelligible and conforms to the norms of the target language (Skehan, 1996). Pronunciation also plays a critical role in speaking competence, as it affects how well a speaker can be understood. This includes the accurate articulation of sounds, as well as the appropriate use of stress, rhythm, and intonation (Kelly, 2000). Furthermore, the effective use of grammar and vocabulary is indispensable for producing meaningful and precise utterances in various communicative contexts. Together, these aspects form the foundation of effective spoken communication and are essential for developing learners' oral proficiency in a second language.

### **Online Video Games and Language Learning**

In recent years, many studies have looked into how playing video games affects language acquisition. While games may support emotional factors such as motivation and anxiety, limited research has specifically examined how digital games affect learning a second language. (Chapelle and Chapelle, 2001) demonstrated in his study that learners communicated alone with the computer rather than cooperating. The fact that learners could play the game without having to understand English was an important feature of the study and maybe a significant limitation.

Reinders and Wattana (2011), in their study outlined a few studies that have been conducted on the subject of how digital gaming can support language learning. They defined interaction in video games as any interpersonal behavior

occurring in real life or via technological means, such as the internet or over the phone. Interaction is a crucial component of gaming. Additionally, a student needs to be able to produce comprehensible output.

However, Winaldo and Oktaviani (2022), suggested that playing video games reduces tension and increases motivation, there has not been enough research done on the subject of how video games affect language learning. Research by Hladonik and Váradi (2023) investigated the role of video games as a modern tool for language learning. Their findings emphasized that the immersive and interactive features of video games offer learners meaningful language input within a contextualized setting, supporting the improvement of language skills in an enjoyable and motivating atmosphere.

Communication using games involves the interactive process of producing, receiving, and interpreting information to construct meaning. The speech's objectives, participants, and the setting all influence its shape and meaning (Burns and Joyce, 1997). The ability to effectively and smoothly communicate a variety of meanings and views is seen as a sophisticated and significant interaction talent. The Communicative Language Teaching (CLT) approach shares strong similarities with game-based learning, as it emphasizes practical communication as the primary objective in language education (Savignon, 2002).

Several studies (Kuppens, 2010; Muñoz & Lindgren, 2011; Tunçdemir, n.d.) have confirmed that listening media technology, including video, video games, audio, and computer software, has been used gradually in foreign language classrooms. For a lot of individuals throughout the world, playing video games online is exciting. As stated by As Drożdżal-Szelest (2011, p. 132) stated, speaking is "a process during which speakers rely on all available information (background and linguistic) to create messages that will be understandable and meaningful to the intended audience." As a result, it symbolizes the ability of pupils to verbally communicate their previously acquired and absorbed linguistic information. As therefore, EFL learners view speaking proficiency as a requirement and an indicator for the entire educational process to be successful.

Video games have been shown to enhance conversational skills and vocabulary acquisition which suggests that they might be a more effective tool for vocabulary learning than more conventional approaches (Gold, Gooch, & Rankin, 2006; Vahdat & Behbahani, 2013). Digital games have become a more significant learning tool in recent years, and “as the boundaries between the digital and physical worlds continue to blur, it is difficult to predict how technological behaviors and tools will change” (Reinhardt & Sykes, 2014: 5).

According to Winaldo & Oktaviani (2022), video games offer an immersive, context-rich environment for developing linguistic skills. In these games, players are fully engaged in virtual settings where they interact with people, objects, and situations. This contextual learning aids in language comprehension and helps learners grasp the nuances of language use in various scenarios, fostering a well-rounded understanding of the language. Additionally, video games serve as a strong motivator for learners to effectively acquire the language.

Gee (2007) asserted that video games facilitate learning by offering immersive and interactive experiences. He also suggested that these games create environments in which players are required to communicate, solve problems, and make decisions, all of which support language development, including oral skills. However, in 2008, he emphasized that context is essential for comprehension.

According to Muhanna (2012), learning a language can be a difficult and sometimes frustrating task, requiring consistent effort to understand, produce, and manipulate the language. However, carefully selected games can be extremely valuable, as they allow students to practice language skills while also providing a fun break. These games are both challenging and enjoyable, which makes them highly motivating for learners. Moreover, they foster cooperation, encourage teamwork, and use meaningful language in real-life contexts. Howard and Yu (2013) found that students who engaged in games with substantial dialogue showed improved perceptions of their oral skills. The social nature of online gaming was especially advantageous, as it required verbal communication, which helped increase their confidence in speaking English. Al-Elaimat (2013) observed



that many individuals play video games primarily for entertainment, overlooking their educational potential.

Reinders and Wattana (2015) argued that engaging in online video games can enhance language learning by facilitating authentic conversations, thereby reducing learners' anxiety and boosting their willingness to develop speaking skills. Additionally, such games promote strategic and critical thinking, essential for quick decision-making. However, it is important to acknowledge that not all games offer equal language learning benefits; thus, balancing gaming with other language learning activities is crucial for comprehensive development.

These games encourage effective communication through text or voice, provide contextualized learning through exposure to specialized vocabulary, and promote motivating social interactions with individuals from diverse linguistic backgrounds. Additionally, they engage strategic thinking and critical problem-solving skills, while offering multimodal learning experiences that activate multiple senses. To maximize these benefits, language learners can communicate with teammates, observe in-game dialogue, and select games aligned with their learning goals. When combined with structured language learning, gaming can contribute to a comprehensive language acquisition strategy. Ebrahimzadeh and Sepideh (2017) found that learners who played commercial video games exhibited high levels of engagement in language learning. This engagement fosters a strong sense of learner autonomy.

For example, multiplayer games often necessitate verbal interaction, encouraging players to speak and listen to one another, which enhances their speaking confidence and fluency. In addition to learning with others, games can encourage learners to engage emotionally and make important decisions in a safe environment (Janakiraman, Watson, & Watson, 2018). However, games also allow players to test their behavior and immediately see the consequences of harmful behavior on the environment, facilitating learning and maintaining behavior.

### **Using Online Video Games in Developing Students' Perspectives**

Musa (2015) emphasized the importance of collaborative gameplay, which motivates students to communicate and negotiate meaning, thereby supporting their language development. Akbarov (2016): 17 contends that "an effective design and technological tool guides students' attitudes to classroom dynamics, because it can challenge the traditional classroom to become a more knowledge-based; classroom." According to Richards' (2008) affirmation, "learners often evaluate their success in the language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency" (p. 19). According to some studies (Ellis & Collins, 2009; Krashen, 2009; Moyer, 2009) showed that student motivation and exposure to appropriate input are very important factors influencing language learning.

Piaget (1973) emphasized that learners construct knowledge through active engagement and interaction with their environment. In this light, online video games create interactive, problem-solving contexts that reflect real-life scenarios, allowing learners to develop linguistic skills through meaningful and purposeful use of language. Furthermore, Flow Theory (Csikszentmihalyi, 1990) highlights that engaging tasks enhance focus and intrinsic motivation and attitudes. When learners experience a state of flow during gameplay, they tend to be more inclined to take linguistic risks, which contributes to improved oral fluency and a greater readiness to engage in spoken communication. As Dörnyei (1990) suggests, motivation in language learning stems from the desire to progress in the game, overcome challenges, and achieve goals, leading to a positive and enjoyable learning experience.

Online games simulate real-life scenarios, encouraging players to engage in spontaneous communication. Prensky (2004) argued that video games provide a relaxed and non-threatening environment compared to traditional classrooms, helping students feel at ease when practicing a language. The study highlighted that the interactive elements of online games encourage students to participate more in oral communication, which in turn enhances their speaking abilities.

A well-designed video game-based learning environment can foster positive learning attitudes and increase student engagement. Finally, Al-Shalabi (2022)

recommended integrating games into English language learning to enhance students' learning experiences and create a more engaging environment.

### **This Study**

Many scholars have examined different aspects of video games in relation to language learning; however, some teachers rely on regular instruction, which may not be effective in developing their English language skills and they cannot speak the English language well but, there are other students who do not really pay attention to their lessons but their English skills are very well. Based on the researchers' experience as EFL instructors, they noticed that students suffer from problems in practicing and learning English language especially in oral skills (listening and speaking). This study investigates the effect of using online video games on ninth grade students' oral in Irbid and their perspectives toward it. A survey was made by the researchers on ten English language teachers and ten EFL students, they were surveyed and the students reported that they suffer from weakness in English language, especially in oral skills. Similarly all of the teachers agreed with this and reported that ten students have weakness in English language especially in oral skills and this might be due to the traditional methods of teaching. This study aimed to investigate the effect of online video games on listening and speaking skills of ninth-grade EFL students, and investigate students' perspectives towards using online video games in learning oral skills. It sought to answer the following two research questions: 1) Are there any significant differences in the development of English listening and speaking skills of ninth-grade EFL students' English listening skills that may be linked to the teaching method (online video games vs. regular instruction) in Irbid? 2) How do ninth-grade pupils in Irbid feel about playing online video games to improve their oral skills (listening and speaking)?

Different groups of people may benefit from the result of this study as follows:

- This study may help teachers to choose the appropriate incentive method of education (online video games) to develop the language oral skills of ninth grade students.

- The study results may encourage the integration of online video games into educational strategies and resources. Students may benefit from more interesting and successful language learning experiences as a result.
- This study highlights the value of online video games as an engaging tool that may improve students' oral communication skills in English. Through real-time interaction in game settings, learners experience authentic language use in a relaxed environment, which may boost their fluency, confidence, and oral skills.
- This study offers insights into how online video games support oral skill development in second language acquisition. It adds to the literature on digital language learning by showing how games promote verbal interaction, pronunciation, and practical language use, while also suggesting directions for future research and classroom application.

### **Related Studies**

The researchers reviewed previous studies related to the subject of this study. They were organized according to their publication dates, from the oldest to the most recent. Lopez et.al (2011) explored the impact of blending digital games compared with traditional classroom instruction, and reported that students in blended learning settings with video games exhibited higher motivation, satisfaction, and engagement. Furthermore, these students felt more confident in using English and were more likely to use their language skills outside the classroom. Similarly, Peterson (2012) conducted a mixed-method study to examine how digital gaming supports learner autonomy and fosters a sense of community in language learning. The findings revealed that digital games encouraged autonomy by allowing learners to set their own pace and control their learning environment, which boosted their motivation and engagement. Finally, Chik (2014) reviewed literature and analyzed several studies on the role of digital games in language learning, with a particular emphasis on vocabulary acquisition. Chik's findings showed that frequent exposure to words in interactive contexts improves vocabulary retention and helps learners better recall and comprehend meanings. By interacting with words in dynamic

settings, players not only come across new terms but also apply them in practical ways, leading to deeper learning.

Furthermore, AbdAlhafiz and Abir (2015) concluded that there were statistically significant differences in intuitive English language skills between the experimental group and the control group, attributed to the teaching method and in favor of the electronic games software. Likewise, Ebrahimzadeh and Sepideh (2017) study revealed a significant increase in language learning motivation over time, with the Watchers showing a notably higher motivation than the Readers by the end of the study. Overall, the use of commercial digital video games was found to positively influence high school students' language learning motivation. Hakmi and AbdAlrahman (2019) aimed to investigate the impact of using games in teaching and learning English components on students' understanding and behavior. The study's results indicated that students had a positive perception of using games while learning grammar in the classroom. The study also showed that students benefited from using games by increasing their interest and motivation to practice English and by understanding the opinions of both their peers and teachers.

Finally, Ghaffour and Sarnou (2021) study found that the experimental group showed significant improvements in communication skills and intercultural competence compared to the control group. This study underscores the potential of online video games as an engaging tool for enhancing language learning and intercultural understanding. Similarly, Berry (2021) reported that both the experimental group and the control group shown a considerable improvement in their listening comprehension abilities, according to the analysis of the pretest-posttest results. Although there was no discernible difference between the two groups' improvements, the experimental group's listening comprehension abilities increased more than the control groups. Ibnian (2022) and Xiao and He (2023) indicated that the interactive nature of the game offered an engaging and supportive environment for practicing spoken English, which significantly increased students' motivation and reduced their anxiety. The findings highlighted the potential of game-based learning to enhance oral communication abilities in Chinese EFL learners, suggesting that digital games can be an effective tool in language instruction.

### **Concluding Remarks**

The previous studies confirmed the significance of online video games through learning oral skills. Likewise, this current study looked at performance and attitudes. In addition, no many researches that discover the impact of online video games in Irbid's secondary school 9<sup>th</sup> grade students' oral skills. The current study addresses this need since it focuses on the impact of employing online video games to improve oral skills due to the method of teaching (online video games vs. traditional teaching), and students perspectives toward using online video games in learning oral skills.

Numerous studies examined the impact of playing online video games on learning English after looking over earlier research on the topic. These studies looked at a number of topics that assess how online video games affect learning environments. The range of effects that different teaching methods, such as using online video games, have on various language outcomes has been thoroughly examined. This study focuses on the effect of using online video games on ninth grade students' oral skills in Irbid and their perspectives toward it.

### **Method**

#### **Participants of the Study**

Purposively, the study participants were selected from Kufura'an Secondary School for Girls in the Directorate of Education in Irbid District. The participants comprised forty ninth-grade girls in the second semester of the 2024/2025 school year at Kufura'an Secondary School for Girls. They were already divided by the school administration into two groups. The participants were randomly divided into two groups by the researcher: the experimental group, which consisted of 20 students, and the control group, which also included 20 students. To enhance the students' oral skills in English, the experimental group was taught using online video games, while the control group continued to receive instruction through

traditional methods. The selection process ensured equal representation of both groups in terms of academic achievement.

Before the experiment started, a pre-test was given to the groups in order to determine their group equivalency. MANOVA test, means, and standard deviations were used to analyze the data in this study.

**Table 1: MANOVA Test Results of the Experimental and Control Groups in the Listening Skill in the Pre-test**

Listening aspect	Group	N	M*	SD	Df	F	Sig**
Listening for Gist	Experimental	20	3.80	.768	1	1.693	.201
	Control	20	3.50	.688			
Listening for Details	Experimental	20	4.00	.562	1	2.408	.129
	Control	20	3.70	.657			
Listening to Infer Information	Experimental	20	3.90	.852	1	1.740	.195
	Control	20	3.55	.826			
Listening for Text or Discourse Patterns or Function	Experimental	20	3.60	.754	1	.174	.679
	Control	20	3.50	.761			
Total	Experimental	20	15.30	1.838	1	2.721	.107
	Control	20	14.25	2.173			

\* Mean out of 32

\*\*  $P = .000$

According to the pre-test findings, the experimental and control groups' average in listening aspects areas were almost the same. The MANOVA test was used to assess whether speaking performance and its aspects were significantly different between the two study groups.

**Table 2: MANOVA Test Results of the Experimental and Control Groups in Speaking Skill in the Pre-test**

Speaking Aspects	Group	N	M*	SD	Df	F	Sig**
Pronunciation	Experimental	20	4.35	.671	1	5.556	.414
	Control	20	3.85	.671			
Vocabulary	Experimental	20	4.35	.813	1	.332	.568
	Control	20	4.20	.834			

Fluency	Experimental	20	4.35	.745	1	1.294	.262
	Control	20	4.10	.641			
Grammar	Experimental	20	4.15	.745	1	.779	.383
	Control	20	3.95	.686			
Total	Experimental	20	17.20	2.238	1	2.856	.099
	Control	20	16.10	1.860			

\* Mean out of 32

\*\*  $P = .000$

The findings demonstrated that the mean scores of speaking and associated skill ratings of the experimental and control groups were almost identical. This demonstrated the pre-experiment similarity between the two groups. Furthermore, the results indicated that there were no statistically significant differences in the speaking pre-test scores of the students in the control and experimental study groups.

### Design of the Study

Consequently, this study's goal is to investigate the efficacy of online video games as a method of teaching in accomplishing the objectives. This involves evaluating how playing online video games affects several aspects of listening (listening for gist, listening for details, listening to infer information and listening for text or discourse patterns or function) and speaking (pronunciation, vocabulary, fluency and grammar ). A design based on quasi-experimental and descriptive approaches were used in this study. A study was conducted in Kufuraan Secondary School for Girls, the school was chosen for logistic purposes, it is situated near the residence of the researcher, and it has a number of students which suits the study. Finally, it has up-to-date laboratories and the school administration is cooperative. The study's independent variable was the teaching method which included two levels: regular instruction and online video games. The study's dependent variable was the mean scores of the students in speaking and listening skills and their aspects. The means of the experimental



group students' answers to the questionnaire items are also included in the dependent variable.

### **Instruments of the Study**

The researchers built a questionnaire to find out how students felt about using online video games to learn or practice English language. It was divided into two parts: speaking skill and listening skill. Two instruments were used in this study: test and questionnaire. To evaluate the effect of online video games on ninth-grade students' oral skills in Irbid and to explore their perspectives toward this method, both the experimental and control groups sat to a test at the beginning of the second semester in the 2024/2025 academic year. This pre-test, aligned with the ninth-grade curriculum, aimed to ensure both groups were equivalent in their listening and speaking skills before the intervention. The test had two main parts: a listening section assessing listening comprehension, and a speaking section evaluating oral performance.

Before the experiment began, all students took the same test to determine their baseline proficiency, and it was re-administered after the intervention as a post-test to measure progress in listening and speaking. Additionally, a questionnaire was given only to the experimental group to gauge their perspectives of using online video games in learning oral skills. The period between the pre- and post-tests was eight weeks, long enough to minimize the influence of the pre-test on final outcomes. Students were informed that neither their test results nor their questionnaire responses would affect their final grades.

The entire test lasted two hours for both groups. The listening component was divided into two parts, each containing eight key questions targeting various listening skills (listening for gist, listening for details, listening to infer information, and text or discourse patterns or function), with each question worth eight points for a total of 32. The speaking component included one main task focused on aspects (pronunciation, vocabulary, fluency, and grammar). This task comprised 13 sub-questions, also totaling 32 points.

The researchers developed the questionnaire for the experimental group to examine their views on using online video games in learning. It included 15 items, each rated on a five-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (5), and was administered after the intervention.

### **Validity and Reliability of the Instruments**

Several English language professionals and experts in English language instruction and curricula from both public and private Jordanian universities were given the research tool. They were asked to assess the study instruments in terms of clarity, suitability to the goals of the study material, suitability to the textbook, and suitability to the students and accuracy. Based on their feedback, several modifications were recommended, including correcting errors and revising certain test questions and questionnaire items. Suggestions that received approval from 80% or more of the reviewers were adopted by the researcher, and the test and questionnaire were edited accordingly.

By conducting a pilot study in which 20 students who were not in the study groups took a test prior to the study starting, two weeks later, and the pilot group also took the test. The reliability coefficient test was determined using Pearson's method and, it was found to be 0.85, which was suitable for the objectives of the study. This was done in order to use the test-retest approach to assess the reliability of the study.

Two raters evaluated each student's performance in the speaking section of the test. The inter-rater reliability between them was found to be 0.89. Thus, it may be concluded that the test is reliable. To guarantee the validity of the survey questions, the alpha range should be between 0.80 and 0.95. To determine if the items were reliable, consistent, and related to one another, the Cronbach Alpha Coefficient was used to examine the questionnaire's reliability. The correlation between the overall mean was .92 for listening and .93 for speaking, indicating the reliability of the instrument.

### **Instructional Program and Material**

Online video games served as a teaching tool to help the experimental group's students learn English and enhance their oral communication (speaking and listening) abilities in engaging ways. It uses a variety of online video games, and interactive activities to help with vocabulary, pronunciation, speaking, and listening comprehension, among other aspects of language learning. To tailor lessons to each student's competence level and development, it makes use of adaptive learning technologies. Students may advance at their own pace with this customized strategy, which also provides immediate feedback to reinforce learning. Moreover, a textbook utilized by the Ministry of Education in both public and private schools, *Action Pack IX* for the second semester served as the basis for the study's materials. The experimental group engaged with these materials in a more dynamic and in-depth manner using online video games. In both groups, the identical content was used, but the teaching strategies were different.

### Procedures of the Study

This study was conducted during the second semester of the academic year 2024/2025. The following procedures were adopted after the researchers had the formal approval of Al al-Bayt University and the Directorate of Education in Irbid agreement.

- A pre-test was administered to both the control and experimental groups to determine their initial spoken English proficiency.
- The control group received traditional instruction.
- The experimental group engaged with online video games as a learning tool for eight weeks.
- During the experiment, the use of strategy by the experimental group was monitored, and the teacher provided support when needed.
- After eight weeks, both groups took a post-test to assess any improvement in their speaking skills. They were assessed by two raters.
- The impact of online video games was evaluated by analyzing data from the pre- and post-tests, as well as the perception questionnaires.

## Statistical Analysis

The information was employed to discover the findings of this study using the Statistical Package for Social Sciences (SPSS) program. Means and standard deviations were computed as descriptive statistics to give a summary of the students' performance on the oral skills exam and students' answers to views survey. Pre- and post-test findings between the experimental and control groups were compared using MANOVA test.

## Findings

The objective of the study was to determine how online video games affected ninth-grade students' learning of listening and its various aspects. The first research question investigated whether there were any statistically significant differences in the development of English listening skills of ninth grade EFL students' English listening skills that may be linked to the teaching method (online video games vs. regular instruction) in Irbid.

To answer this question, the mean scores and standard deviations of the two groups (control and experimental) were compared based on the students' performance in listening and its sub-skills on the post-test. The results are presented in Table 3.

**Table 3: MANOVA Test Results of the Experimental and Control Groups in Listening Skill in the Post-test**

Listening aspect	Group	N	M*	SD	Df	F	Sig**
Listening for Gist	Experimental	20	6.80	.894	1	43.928	.000
	Control	20	5.10	.718			
Listening for Details	Experimental	20	6.35	.988	1	31.288	.000
	Control	20	4.65	.933			

Listening to Infer Information	Experimental	20	6.55	.887	1	53.321	.000
	Control	20	4.50	.889			
Listening for Text or Discourse Patterns or Function	Experimental	20	6.55	1.050	1	26.463	.001
	Control	20	4.85	1.040			
Total	Experimental	20	26.25	3.024	1	65.730	.000
	Control	20	19.10	2.531			

\* Mean out of 32

\*\*  $P = .000$

According to the table, the experimental group (online video games) outperformed the control group in all listening domains. These differences were statistically significant. Thus, the null hypothesis which reads “There are no statistically significant differences between the mean scores of the experimental group and the control group in listening aspects due to the method of teaching in the post-test ( $P = 0.05$ )” was rejected.

The first research question also examined whether there were any notable variations in the extent to which online video games have influenced the growth of ninth grade EFL students’ English speaking skill that may be linked to the teaching method (online video games vs. regular instruction) in Irbid. To answer this question, the means and standard deviations were calculated, and a MANOVA test was conducted for both the experimental and control groups. The findings are presented in Table 4 below.

**Table 4: MANOVA Test Results of the Experimental and Control Groups in Speaking Skill in the Post-test**

Speaking Aspect	Group	N	M*	SD	Df	F	Sig**
Pronunciation	Experimental	20	6.60	.883	1	29.659	.000
	Control	20	5.00	.973			
Vocabulary	Experimental	20	6.55	.887	1	34.078	.000

	Control	20	4.80	1.005			
Fluency	Experimental	20	6.55	1.050	1	33.548	.000
	Control	20	4.75	.910	1		
Grammar	Experimental	20	6.20	.951	1		
	Control	20	5.05	.999		13.902	.001
Total	Experimental	20	25.90	3.127	1	43.767	.000
	Control	20	19.60	2.891			

\* Mean out of 32

\*\*  $P = .000$

Table 4 shows that the experimental group's post-test results revealed statistically significant differences ( $P = 0.05$ ) in the means of the students' speaking aspects (vocabulary, grammar, fluency, and pronunciation) attributed to the teaching method.

The second research question explored the opinions of 9<sup>th</sup> grade students in the experimental group regarding the use of online video games in learning listening and speaking skills. To address this question, a questionnaire consisting of 15 items for each of the speaking and listening skills was used. Based on their comprehension, interpretation, and analysis of the questionnaire results, the students in the experimental group demonstrated positive attitudes toward using online video games to enhance their listening and speaking skills. They viewed these games as an engaging and motivating method for learning oral skills. This is reflected in the table below.

**Table 5: Means and Standard Deviations of the Experimental Students' Perceptions toward Online Video Games in Learning Listening Skill**

1	12	Online video games increased my ability to identify emotional tones in conversations.	4.45	.686	High
2	10	Online video games motivated me to practice listening at any time and from anywhere.	4.35	.489	High

3	8	Online video games increased my understanding of various types of texts through listening.	4.30	.470	High
4	4	Online video games enriched my vocabulary through listening activities.	4.25	.786	High
4	14	Online video games enhanced my concentration during extended listening sessions.	4.25	.639	High
4	11	Online video games strengthened my ability to infer meanings from context while listening.	4.25	.550	High
4	15	Online video games helped me adjust to listening to fast-paced speech.	4.25	.639	High
4	13	Online video games improved my note-taking skills during listening activities.	4.25	.716	High
9	16	Online video games improved my ability to recognize discourse patterns while listening.	4.20	.616	High
10	1	Online video games significantly improved my listening skills in English.	4.15	.671	High
10	5	Online video games helped me become accustomed to different English accents.	4.15	.745	High
12	7	Online video games enhanced my skill in extracting key information from spoken texts.	4.10	.553	High
12	2	Online video games helped me concentrate on understanding the main ideas when listening.	4.10	.788	High
14	3	Online video games enhanced my ability to catch specific details during listening.	4.05	.887	High
15	9	Online video games boosted my performance in English listening tests.	4.00	.725	High
		Total	4.21	.469	High

Table 5 indicates that item 12 “Online video games increased my ability to identify emotional tones in conversations” received a mean of (4.45). Item 10 “Online video games motivated me to practice listening at any time and from anywhere” had the second highest mean (4.35). However, item 9 “Online video games boosted my performance in English listening tests” obtained the lowest mean (4.00). The overall mean for all items was 4.21, as this table clearly demonstrates.

Means and standard deviations were also examined in order to look into how the experimental group students felt about utilizing online video games to practice speaking. The results are shown in the table below.

**Table 6: Means and Standard Deviations of the Experimental Students' Perceptions toward Online Video Games in Learning Speaking skill**

1	5	Online video games enhanced my grammar accuracy while speaking.	4.40	.681	High
2	1	Online video games improved my pronunciation skills.	4.25	.716	High
3	10	Online video games increased my motivation to speak English.	4.20	.696	High
4	12	Online video games exposed me to a variety of speaking scenarios for real-life communication.	4.15	.745	High
4	9	Online video games motivated me to engage with others in English.	4.15	.587	High
4	6	Online video games boosted my confidence and satisfaction in speaking English.	4.15	.745	High
4	2	Online video games helped me overcome my shyness and speak English confidently.	4.15	.813	High
8	13	Online video games helped me use idiomatic expressions more naturally in speech.	4.05	.686	High
8	15	Online video games encouraged me to experiment with different communication styles.	4.05	.759	High
8	11	Online video games improved my ability to construct coherent sentences during conversations.	4.05	.826	High
11	8	Online video games improved my ability to use words accurately during speaking activities.	4.00	.795	High
11	7	Online video games helped me express my thoughts and opinions more smoothly.	4.00	.725	High
13	14	Online video games improved my ability to integrate listening and speaking skills.	3.95	.686	High
13	4	Online video games encouraged me to focus on word stress while speaking.	3.95	.826	High
15	3	Online video games encouraged me to practice proper intonation when speaking.	3.85	.813	High
		Total	4.09	.543	High

Item 5 “Online video games enhanced my grammar accuracy while speaking” received the highest mean (4.40). The second highest mean was for item 1



“Online video games improved my pronunciation skills” it obtained (4.25). On the other hand, item 3 “Online video games encouraged me to practice proper intonation when speaking.” had the lowest mean (3.85). Finally, the overall mean for all items was 4.09, as this table clearly shows.

## Discussion

The results of the first question showed that there were statistically significant variations in the mean scores for the listening and its aspects and their features between the experimental group (online video games) and the control group in the post-test.

This outcome can be attributed to the effectiveness of using online video games as a teaching method to enhance listening skills. Students may find this approach more relatable and motivating, which increases their engagement. Encouraging students to use instructional strategies that promote engagement is closely linked to improved learning outcomes and the acquisition of listening skills. Online video games appear to enhance listening comprehension by adapting to each student's individual needs and learning preferences, unlike regular group education.

The results of this study align with the findings of Toufik and Hanane (2021), which indicated that online video games are beneficial in educational settings and enhance both communication and intercultural skills among learners. Similarly, the current study is consistent with Chérrez Robalino (2024), who found that this method positively impacted students' ability to comprehend listening materials, such as announcements and other spoken content delivered at a moderate pace. Participants were able to identify key information in dialogues, as well as the main idea, message, or theme in monologues or brief conversations.

Madrigal's (2023) study concluded that there was an improvement in students' perceptions after the intervention, which aligns with the results of the current study. His research aimed to further explore the potential of video games in strengthening English proficiency. Madrigal emphasized that video games offer a valuable opportunity to enhance listening comprehension in English by providing an engaging and effective method for language learners. Similarly, Lee (2014) found

that digital games featuring interactive audio, such as dialogue-rich RPGs, significantly improved EFL learners' listening comprehension. The results of the current study also support this, highlighting how video games promote active listening and enhance language comprehension.

The results showed that the experimental group's performance on the speaking aspects differed significantly, with the post-test results indicating statistically significant improvements. These findings suggest that using online video games, as opposed to the regular instruction method, had a more positive impact on the development of all speaking aspects. Compared to the regular instruction approach, students in the experimental group performed better in every aspect of speaking.

The findings of this study are a direct result of using online video games. As a technique for teaching speaking skills, it proved to be effective. Online video game-based learning strategies can be tailored to meet each learner's needs and proficiency level. Additionally, these games enhanced students' comprehension and improvement across different speaking components.

The findings of this study are consistent with those of Wijanarko et al. (2021), who reported that digital games positively influenced students' speaking achievement and motivation. Moreover, the results align with Albaqami (2022), who found that online games significantly contributed to foreign language development, particularly in vocabulary and speaking.

Finally, the findings also support Bennacer (2022), who concluded that video games enhanced vocabulary and pronunciation, reduced anxiety, and increased motivation among EFL learners.

In the last question, the ninth grade pupils in Irbid were asked about how they felt about playing online video games to improve their oral skills (listening and speaking). To address this topic, a questionnaire of 15 items for each of the speaking and listening skill was utilized. Understanding, analyzing, and assessing the questionnaire replies made it clear that the students in the experimental group positively viewed using online video games to enhance their oral communication skills and thought it was an interesting and motivating tool.

Overall, the results indicated that students recognized the potential of online video games as a tool for enhancing oral skills. They appreciated the fun and engaging nature of the games, as well as the opportunity to practice in a more relaxed and interactive setting. This positive perception suggests that incorporating online video games into the curriculum could be an effective strategy for improving students' speaking and listening skills.

The results of this study align with those of Al-Elaimat (2013), who found notable differences in the performance of the experimental group compared to the control group, based on average scores. Similarly, the findings are consistent with Winaldo and Oktaviani (2022), whose survey results indicated a strong relationship between video games and their perceived positive impact on English language acquisition. Their results showed that students who engaged with narrative-driven video games experienced improvements in both overall language proficiency and self-perceived speaking ability. The games provided a low-stress environment in which students could practice English, contributing to increased confidence in their speaking skills.

According to Dörnyei (2003), video games positively influenced students' motivation and perceptions of their language abilities, making the learning process more enjoyable and engaging. This led to improved self-assessment of oral proficiency and greater confidence in using the target language. These findings are in line with those of the current study, which also highlighted the role of video games in fostering willingness and confidence in oral communication.

Vandergriff (2012) also found that students who played communication-based video games felt more confident in their speaking abilities, particularly in informal contexts. The interactive and enjoyable nature of the games helped reduce speaking anxiety and encouraged active participation. Students in the current study similarly reported improved perceptions of their oral skills, especially when engaging in collaborative activities. These findings further

support the conclusion that video games can boost confidence and enhance oral communication skills.

### Conclusions

Analyzing the impact of online video games, the results of this study demonstrated that they had a positive effect on students' oral English competence, serving as both a creative and effective teaching method. The use of online video games significantly enhanced students' listening and speaking skills, along with their related sub-skills. Students who engaged with online video games outperformed those who received regular instruction in tasks related to oral proficiency. The findings indicate that this method fosters immediate motivation and active engagement, making it a valuable instructional strategy for improving both speaking abilities and listening comprehension. In addition to promoting language acquisition, students displayed greater personal involvement with the educational tool, which further contributed to effective language use and skill development.

The Ministry of Education should encourage English language teachers and educational institutions to integrate online video games into their teaching practices, as this approach is both easy to implement and effective in enhancing students' oral English skills.

Curriculum designers in Jordan should take into account the advantages of incorporating online video games into classroom instruction to promote their use and enhance the quality of English language teaching and textbooks. Since this approach is grounded in educational tools that utilize narrative techniques common in classroom contexts, it can effectively support EFL students in developing their oral skills, particularly in listening and speaking. The use of online video games as an instructional method should be promoted among researchers, as it has been shown to increase engagement, confidence, and interest among EFL students in developing their English communication skills. For online video games techniques to be effective, teachers must establish an appropriate and supportive learning environment. Teachers in Jordan should implement the online video game technique in their classrooms. It is also essential to support teachers in helping students become more confident, motivated, and productive in

developing their English oral skills. Finally, combining the online video game approach with daily foundational sessions has the potential to replace regular instruction. This integrated method may inspire students to perform better in oral skills activities by increasing their engagement and motivation.

The following were among the study's pertinent limitations. The study was limited to ninth-grade students who study English language at a public school in Irbid. Compared to regular schooling, this teaching method is restricted to the use of online video games.

Throughout the academic year of the second semester in 2024–2025, the existing study was applied for eight weeks. This study only looks at the oral skills (listening and speaking) abilities of the ninth-grade students who play online video games. The study was conducted in Irbid Secondary School in the Directorate of Education in Irbid District/ Jordan. The objective of this study is to explore the effect of using online video games on ninth grade students' oral skills in Irbid and their perspectives toward it.

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