



The Role of English Online Gaming in Developing L2 Students' Speaking Fluency

**دور الألعاب الإلكترونية باللغة الإنجليزية في تطوير مهارة المحادثة لدى
طلاب اللغة الثانية: دراسة تجريبية منهجية**

by

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Abstract

The rapid development and widespread adoption of online gaming platforms have garnered significant academic interest, particularly concerning their impact on students' English language development and verbal communication skills. Online gaming provides a dynamic environment that facilitates engagement with a global community of English speakers. This setting offers English as a second language (ESL) students an exceptional opportunity for immersive exposure to English, enabling real-time interactions, collaborative gameplay, and community communication. The availability of internet connectivity and the increasing popularity of online gaming have led to a shift in how young students approach English language acquisition. A growing trend shows many language learners gravitating towards online gaming platforms as a novel and engaging way to enhance their linguistic skills. These platforms are effective in nurturing conversational fluency by providing practical and authentic language practice. Though often seen as a mainstream extracurricular activity, online gaming's appeal extends beyond entertainment. It serves as a practical and enjoyable medium for students to engage with English, integrating contemporary language learning methods. The entertainment value of online gaming and its capacity as a supplementary language acquisition tool enable students to develop linguistic skills organically and unintentionally. Integrating online gaming into language learning represents an innovative approach aligned with the evolving digital communication landscape. Its immersive nature and ability to create genuine language-learning opportunities make it a valuable tool for ESL students to improve language proficiency, particularly conversational fluency.

Keywords: online gaming platforms, English language development, conversational fluency, immersive exposure, ESL

خلاصة

التطور السريع والاعتماد الواسع على منصات الألعاب عبر الإنترنت أثارا اهتمامًا أكاديميًا كبيرًا، لا سيما فيما يتعلق بتأثيرها المتعدد الأبعاد على تطوير اللغة الإنجليزية ومهارات التواصل اللفظي لدى الطلاب. توفر الألعاب عبر الإنترنت بيئة ديناميكية تسهل التفاعل المباشر مع مجتمع عالمي من المتحدثين باللغة الإنجليزية. وتتيح هذه البيئة فرصة استثنائية للتعرض المُعمق لخصائص اللغة الإنجليزية، مما يُمكنهم (ESL) لطلاب اللغة الإنجليزية كلغة ثانية من التفاعل في الوقت الفعلي، والمشاركة في اللعب التعاوني، والتواصل مع المجتمع أدى توفر الاتصال بالإنترنت والانتشار المتزايد للألعاب عبر الإنترنت إلى تحول في طريقة تعامل الطلاب الصغار مع اكتساب اللغة الإنجليزية. تُظهر الاتجاهات الحديثة أن العديد من الطلاب يتجهون نحو منصات الألعاب عبر الإنترنت كوسيلة جديدة وممتعة لتعزيز مهاراتهم اللغوية. وتعتبر هذه المنصات فعالة بشكل خاص في تنمية الطلاقة في المحادثة من خلال توفير بيئة ممارسة لغوية عملية وأصيلة على الرغم من أن الألعاب عبر الإنترنت تُعتبر نشاطًا ترفيهيًا شائعًا، إلا أن جاذبيتها تتجاوز الترفيه فهي تمثل وسيلة عملية وممتعة لتعزيز تعلم اللغة الإنجليزية من خلال دمج الأساليب الحديثة في تعليم اللغة وتتيح القيمة الترفيهية لهذه الألعاب، وقدرتها على العمل كأداة تعليمية إضافية، للطلاب تطوير مهاراتهم اللغوية بشكل طبيعي وغير مباشر يُمثل دمج الألعاب عبر الإنترنت في ممارسات تعلم اللغة نهجًا مبتكرًا يتماشى مع التطورات في مجال التواصل الرقمي طبيعتها الغامرة وقدرتها على خلق فرص حقيقية لتعلم اللغة تجعلها أداة قوية لطلاب لتحسين كفاءتهم اللغوية، لا سيما طلاقتهم في المحادثة

الكلمات المفتاحية: منصات الألعاب الإلكترونية، تطوير اللغة الإنجليزية، الطلاقة في المحادثة، التعلم الغامر، اللغة الإنجليزية كلغة ثانية

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Chapter 1: Introduction

1.1. Introduction

The speedy evolution and widespread adoption of online gaming platforms have earned considerable interest and scholarly research in understanding their multidimensional impact on English language development and verbal communication skills among students (Ongoro & Fanjiang, 2023). Online gaming offers a dynamic and indulgent digital environment and uniquely positions itself as a keystone for direct engagement with a notable community of English speakers (Hernandez, Hernandez, Neyra, & Carrillo, 2022). In this situation, ESL learners are presented with an exceptional opportunity for firsthand exposure to the distinct dynamics of the English language (Winaldo & Oktaviani, 2022). Through online gaming, students are facilitated through real-time interactions, collaborative gameplay, and communication within the gaming community.

This is a notable phenomenon that the availability of internet connection and the growing eminence of online gaming have led to a paradigm shift in the way young students approach English language acquisition (Miftahuddin & Malihah, 2022). A discernible trend is emerging wherein numerous language students are attracted to online gaming platforms that offer them an innovative and engaging avenue to sharpen their lingual skills (Ta'uno & Poai, 2022). This reality is specifically related to the pursuit of nurturing conversational fluency, as online gaming platforms offer a genuine practical atmosphere for language practice and interaction.

Online gaming continues to carve out its place in mainstream extracurricular activities, but its appeal extends beyond just entertainment (Miftahuddin & Malihah, 2022). It is a practical and enjoyable medium in which children actively engage with the English

language and experience contemporary language learning approaches. The allure of online gaming lies in its entertainment value. It also has the inherent capacity to serve as a supplementary tool for language acquisition. It enables players to explore and communicate in an environment where linguistic skills are sharpened organically and quite unintentionally (Ahmed, et al., 2022).

The integration of online gaming into language learning practices represents a contemporary and innovative approach that aligns with the evolving domain of digital communication. The immersive nature of online gaming, supplemented with its ability to create candid language-learning opportunities, positions it as a dynamic and potent tool for ESL learners seeking to enhance their lingual proficiency, specifically their conversational fluency (AlJemely, 2022).

1.2. Research Background

Academic institutions across the globe have recognised the profound importance of the English language (Cahyadi, Wardhana, Ansori, & Farah, 2022). English has been systematically integrated into educational curricula as either a foreign or second language. Despite the acknowledgement of language's pivotal role in acquiring proficiency, English language educators face challenges in motivating young students to actively participate and create an environment conducive to language learning (Luan, Raghbir, & Yi, 2022).

Conventional classrooms often lack supportive settings and learning ambience for communicative exercises that are crucial in language acquisition (Dixon, Dixon, & Jordan, 2022). However, the digital landscape has undergone transformative changes, opening up abundant opportunities for communication, and online gaming stands out as a prominent example.

1.3. Aim of Research

The researcher explores using online games to enhance English language skills. The researcher will highlight online games' significance outside classrooms. This research aims to assess the current knowledge in this area. This research will explore how online gaming can enhance English language learning. This research reviews scholarly works to explore integrating online gaming into language learning strategies. Moreover, it aids in deeper language learning comprehension. The literature will be thoroughly analyzed to synthesize insights on using online gaming for academia. This dissertation aims to provide insights on utilizing online gaming to improve language acquisition for students and inform educators, researchers, and policymakers using student responses and empirical studies.

1.4. Research Objectives

This research aims to analyze how language is used in online gaming. This involves an intricate analysis of real-time verbal interactions among players using headsets is a key focus. The study aims to examine language tones in gaming chat interactions. The researcher aims to honestly explore language use in online gaming.

The researcher also aspires to unravel the impact of online gaming on English as a Second Language (ESL) learners' language skills. The research assesses speaking proficiency and confidence in students up to age 16. The researcher further elucidates how participation in online gaming activities influences and shapes these crucial aspects of language acquisition. With the fusion of qualitative and quantitative analyses, the researcher wants to uncover patterns, trends, and potential correlations between online gaming engagement and the enhancement of ESL learners' speaking abilities.

Research Question

The central question guiding this research is:

***RQ1:** How does online gaming contribute to the acquisition of the English language, specifically in terms of oral and written communication skills among ESL learners?*

1.5. Scope & Limitations

This research uncovers the intricate relationship between online gaming and language acquisition. It is essential to delineate the scope within the study operates and acknowledge its inherent limitations

1.5.1. ESL Students in Non-Academic Online Gaming

This research primarily focuses on ESL learners who participate in non-academic online gaming activities actively. The study also provides targeted insights into the language acquisition dynamics within the context of leisurely online gaming by narrowing the scope to this specific demographic (Hasram, et al., 2021).

1.5.2. Exploration of Language Contexts

The research digs deep into diverse language contexts within online gaming. It covers both verbal communications facilitated by headsets and written interaction through instant messaging platforms. The study captures a comprehensive understanding of language acquisition within the gaming environment by examining different modes of communication (Alhebshi & Gamlo, 2022).

1.5.3. American Curriculum School in Al-Ain City

The researcher will interview young students who are attending an American curriculum school in Al-Ain City. These interviews will serve as a part of this study. This specific setting is chosen to provide a focused exploration of language acquisition experiences within a particular educational context.

Limitations

1.5.4. Exclusive to Non-Educational Gaming

This research will focus exclusively on non-academic online gaming. This limitation will allow for a detailed examination of language acquisition in a leisurely context. It excludes potential insights from educational gaming platforms that may have distinct implications for language learning.

1.5.5. Non-Comprehensive Coverage of Language Acquisition Contexts

The study acknowledges that language acquisition is a multidimensional process with diverse contexts. However, the research does not cover the entire spectrum of language acquisition scenarios due to practical constraints, which limits the generalisability of the research findings

1.5.6. Geographic Specificity

The research is conducted with students in a specific geographic location (Al-Ain City) and within the context of an American curriculum school. Consequently, the findings may not be universally applicable and may be influenced by the unique cultural and educational aspects of this setting.

1.5.7. Age Group Consideration

The study primarily focuses on young students, and while this allows for a targeted exploration of language acquisition during formative years, it may not capture the experiences of older individuals engaged in online gaming.

Despite these limitations, the study aims to contribute valuable insights into the dynamic interplay between online gaming and language acquisition among ESL learners in this specific context.

1.6. Structure of Research

The initial phase of the research establishes a strong theoretical foundation by exploring the existing scholarly works and studies that scrutinise the intersection of online gaming and language learning. This comprehensive literature review will contextualise the subsequent empirical investigation.

The researcher will discuss all the views and opinions derived from interviews conducted with young students who are actively engaged in online gaming activities in English after outlining the literature review. Through these interviews, the researcher will unveil various insights about the impact of online gaming on language acquisition, with a particular focus on the developmental aspects of language skills among ESL students.

This research will be precisely organized into well-defined chapters. Each chapter will address specific facets of the research inquiry. Besides that, this systematic approach ensures that the research findings are conveyed in a thoughtful manner. It will allow readers to navigate through the entire scheme of research seamlessly. Ultimately, the dissertation will attempt to contribute to the scholarly discourse on the influence of online gaming on ESL learners' language development, offering a comprehensive and insightful investigation of this transformative academic field.

1.7. Summary of the Chapter

This chapter delves into how online gaming platforms impact students' English language development and verbal skills. ESL learners, in particular, benefit from firsthand exposure to the distinct dynamics of the English language through real-time interactions, collaborative gameplay, and communication within the gaming community.

The easy access to internet and online gaming are driving young students to learn English. Online gaming aids language acquisition, not just for fun. It enables the young

players to explore and communicate in an environment where linguistic skills are sharpened organically and unintentionally.

Online gaming in language learning is an innovative approach in digital communication. Online gaming, with its immersive nature and candid language-learning chances, is a powerful tool for ESL learners to boost conversational fluency. The study explores the impact of online gaming on ESL learners' language skills. The study operates within the scope of ESL learners in a non-academic online gaming setting. It explores language contexts in both verbal and written communication and focuses on an American curriculum school in Al-Ain City.

The research includes literature review, interviews with young online gamers, and written examples of gaming language applications. This research aims to enhance understanding of online gaming's impact on ESL learners' language development.

Chapter 2: Literature Review

2.1 Background

Language acquisition is a multidimensional journey wherein speaking fluency stands is a cornerstone in developing second language (L2) proficiency (Derakhshan, Khalili, & Beheshti, 2016). In this regard, integrating modern technology, notably online gaming, has emerged as a promising avenue for innovation. It has been noticed that conventional classrooms, while valuable, may sometimes lack the dynamic and immersive environments necessary for nurturing speaking fluency. Therefore, teachers can encourage modern digital platforms to supplement and enhance language acquisition efforts beyond classroom (Fung & Min, 2016).

Online gaming offers a unique and engaging approach to language learning. Online games provide students with opportunities for authentic language practice through interactive and immersive environments (Sylvén & Sundqvist, 2012). This dynamic nature of gaming facilitates natural language use and fosters spontaneity, a key element in developing speaking fluency (Mulder, et al., 2021).

Furthermore, online gaming aligns with contemporary theories of language acquisition, particularly socio-cultural perspectives. These theories emphasise the importance of social interaction and situated learning. Students can engage in meaningful interactions with peers through multiplayer online games. It enhances their communicative competence. This socio-cultural aspect of gaming promotes linguistic development and cultivates intercultural competence and empathy. Language learners also get a chance to navigate virtual worlds and collaborate with diverse communities (Reinders & Wattana, 2014).

Moreover, the gamification of language learning has been shown to enhance motivation and engagement. These factors are crucial in sustaining long-term language acquisition efforts. Online games create immersive and motivating learning experiences through regular practice. This intrinsic motivation, coupled with the immediate feedback and adaptive nature of gaming environments, fosters a supportive learning environment conducive to speaking fluency development (Sari, Yusuf, Darniati, & Fajrina, 2020).

Its integration into language learning requires careful consideration of academic strategies and alignment with curricular goals. Parents, guardians, and teachers must ensure that gaming activities are purposefully designed to target specific language skills. These should be scaffolded to support learners at different proficiency levels (Shadiev, Yun Wen, & Song, 2023). Additionally, online gaming to supplement traditional education can provide students with a unique language learning experience accommodating diverse learning styles and preferences.

Online gaming presents a promising avenue for enhancing speaking fluency in L2 learners outside the classroom. It offers interactive and engaging environments for language practice. Parents, guardians, and even teachers can encourage dynamic learning experiences that empower students to develop proficiency in their target language (Sundqvist & Sylvén, 2014). However, successfully integrating this tool requires thoughtful planning, ongoing assessment, and alignment with educational protocols.

2.2 Rationale

The growing popularity of online gaming provides a unique opportunity to investigate its potential impact on L2 students' speaking fluency.

2.3 Theoretical Frameworks

2.3.1. *Krashen's Input Hypothesis*

Krashen's "Input Hypothesis" suggests that language acquisition occurs when language learners are exposed to comprehensible input. The immersive and interactive nature may facilitate language input and engagement in the context of online gaming. This theory highlights the importance of exposure to meaningful language input in facilitating language acquisition processes. The immersive and interactive nature of digital environments in the context of online gaming presents a unique opportunity to provide learners with rich and different linguistic input (Krashen, 1989).

Players of online games are constantly exposed to a plethora of language stimulus within the virtual worlds of online games. This constant stream of linguistic input allows language learners to engage with the target language in authentic and meaningful contexts. This practice facilitates the acquisition of new vocabulary, grammatical structures, and pragmatic conventions. Moreover, the interactive nature of online gaming encourages active participation and engagement because players navigate through complex scenarios, solve problems, and collaborate with others through language.

Furthermore, players are completely immersed in virtual worlds that simulate real-life scenarios and contexts. This immersion creates opportunities for learners to encounter language in context. It enhances their ability to infer meaning and connect between linguistic forms and communicative functions. Students develop their communicative competence by engaging in virtual interactions with characters and becoming more adept at using language to achieve their goals within the game.

Additionally, the dynamic nature of online gaming allows for personalized and adaptive language input. Gaming mechanics like branching narratives, decision-making

scenarios, and adaptive difficulty levels ensure that learners receive tailored input according to their proficiency level. It maximizes the effectiveness of language exposure. This personalized approach keeps learners motivated and fosters a sense of autonomy and agency in their language learning journey (Faltis, 1984).

In summary, Krashen's Input Hypothesis finds resonance in the context of online gaming. According to this theory, immersive and personalized environments provide language learners with abundant opportunities for exposure to comprehensible language input.

2.3.2. Vygotsky's Socio-cultural Theory

Vygotsky's socio-cultural theory emphasizes the importance of social interactions in learning. Online gaming can provide a social context for language use with its multiplayer features and collaboration among L2 learners. Vygotsky's Socio-cultural Theory suggests that learning is inherently social and occurs through interactions with others within a cultural context. It facilitates the acquisition of new linguistic skills and concepts.

Online gaming offers a rich and dynamic platform for fostering social interactions among L2 learners with its multiplayer features and interactive environments. Players have the opportunity to collaborate and communicate in real-time within the virtual worlds of online games. Language learners are able to practice by engaging in collaborative tasks such as strategizing, coordinating actions, and negotiating with teammates. It refines their language skills in authentic communicative situations (Rahmatirad, 2020).

2.4 Online Gaming and Language Learning

2.4.1. Evolution of Online Gaming Platforms

Analyzing this evolution provides insights into their potential as language-learning tools. The concept of gamification involves incorporating game elements into non-game

contexts. Gamification strategies in online gaming can create engaging and immersive learning experiences in language education.

2.4.2. Effects of Online Gaming on Speaking Fluency

Numerous studies have explored the impact of online gaming on the speaking fluency of L2 students.

Alrajhi's (2020) research about the beliefs of EFL learners highlights the perceived influence of cumulative gaming experiences on linguistic competence. The research findings of this study underscore a positive correlation between gaming activities and language proficiency (Alrajhi, 2020). Similarly, Roohani and Vinchek (2021) focused on the specific realm of phrasal verbs. They've explored how game-based education affects learners' speaking accuracy and fluency in this linguistic domain (Roohani & Vinchek, 2021).

The research by Alrajhi, Roohani, and Vinchek has revealed promising results. Their study has demonstrated enhanced accuracy and fluency among participants exposed to game-based instruction. These studies contribute to the growing body of literature highlighting the potential benefits of integrating online gaming into language learning contexts. Online gaming provides a platform for authentic language practice and social interaction by immersing learners in interactive and engaging virtual environments. Their study is aligned with Vygotsky's socio-cultural theory.

Moreover, the multiplayer features inherent in many online games facilitate collaborative learning experiences. It supports speaking fluency development. When language learners engage in communicative tasks within the gaming environment, they're constantly challenged to express themselves effectively. They discuss the meanings of different words and adapt their language use in response to dynamic interactions. Alrajhi

and Roohani's research underscores the importance of considering the social dimensions of language learning and the potential of online gaming to offer a rich and immersive context for collaborative language practice.

2.4.3. Motivation and Engagement

The utilization of online gaming in language learning offers various benefits. Boudadi and Gutiérrez-Colón's (2020) comprehensive review of literature on gamification in second language acquisition acknowledges the positive impact of gamified learning experiences on students' motivation and speaking fluency. Educators can effectively capture students' interest by integrating games. They can track their language learning progress outside the classroom. This practice promotes sustained engagement with the learning process (Boudadi & Gutiérrez-Colón, 2020).

Similarly, Grimshaw and Cardoso (2018) have explored fluency development within a mobile game-assisted environment. Their research findings accentuate how gaming environments' immersive and interactive nature stimulates learners' intrinsic motivation. Online games encourage them to actively participate in language practice and exploration. Language learners are incentivized to invest time and effort in language learning activities through engaging gameplay mechanics and dynamic challenges. It leads to increased levels of engagement and commitment to language acquisition goals (Grimshaw & Cardoso, 2018).

Moreover, the gamification of language learning enhances motivation and fosters a supportive and collaborative learning environment. Online gaming cultivates a sense of camaraderie among learners by incorporating elements of competition, cooperation, and achievement into language learning tasks. Online gaming further enhances students' motivation by fostering a sense of belonging and community within the learning

environment. It contributes to a positive and enriching language learning experience by nurturing speaking fluency.

The motivational aspect of online gaming in language learning has a significant advantage. It can have a meaningful impact on students' engagement and learning outcomes. Dynamic and immersive language learning environments inspire and empower students to actively participate in their language learning journey. Language learning becomes effective, enjoyable, and rewarding through gamification. It fosters a lifelong passion for language learning among students (Grimshaw & Cardoso, 2018).

2.4.4. Integration with Language Curriculum

Integrating online gaming into language curricula necessitates insightful planning and profound academic foresight. York (2020) has elucidated strategic educational methods for game-based teaching. These approaches nurture reflective learning and offer opportunities for language learners to engage deeply with language input and output (York, 2020).

Similarly, Castro and Mora (2020) have underlined the importance of aligning gaming content with language learning objectives, especially in the context of increasing speaking skills among young L2 students. Their research highlights the importance of selecting and designing content-based games that captivate learners' interest and facilitate targeted language practice. These games can maximize their impact on language proficiency development by aligning game mechanics with academic objectives. Their research highlights the necessity of thoughtful curriculum design and integration. It ensures that gaming activities are purposeful, effective, and seamlessly integrated into language-learning contexts (Castro & Mora, 2020).

2.4.5. Technology-enhanced Language Learning

Technological advancements have revolutionized language learning. The example of Massive Open Online Courses (MOOCs), learning management systems, and different mobile apps can be presented in this regard. Supporting this notion, Hashemifardnia et al. (2021) have delved into the impact of MOOCs on Iranian EFL students' speaking complexity, accuracy, and fluency. Their research has revealed the transformative potential of online platforms in language education outside the classroom. Their study underscores the efficacy of MOOCs in providing learners with accessible and personalized language learning experiences (Hashemifardnia, Shafiee, Rahimi, & Sepehri, 2021).

In the same way, Wang and Han (2021) have investigated the efficacy of a digital game-based mobile application in enhancing speaking fluency production skills among English language students. Their research findings have shown promising results. Parents and guardians can create engaging and effective language learning experiences that facilitate meaningful language practice and skill development through interactive and immersive gaming environments. These studies collectively accentuate the transformative impact of technology on language fluency. Modern technology offers innovative solutions to enhance speaking proficiency and empower young students in their language learning journey (Wang & Han, 2021).

2.4.6. Multimedia Learning and Online Resources

Alobaid (2020) focuses on the role of smart multimedia learning beyond the classroom. This research has been exemplified by YouTube's online English learning resources. It improves their language fluency. Although Alobaid's study primarily addresses writing skills. It underscores the potential of multimedia platforms to facilitate language acquisition (Alobaid, 2020). In contrast, Blake (2009) explores the potential of text-based gaming chat for improving verbal fluency. While Alobaid emphasizes

multimedia's impact on language learning, Blake highlights the interactive nature of internet chats for oral practice (Blake, 2009).

2.4.7. Role-Playing and Digital Storytelling

Ebadi and Azizimajd (2023) have probed the effects of incorporating role-playing activities within the Clubhouse platform on the verbal fluency and willingness to communicate of English as a Foreign Language (EFL) learners. Through their research, they've shed light on how immersive and interactive experiences, facilitated by role-playing scenarios, impact students' language skills development (Ebadi & Azizimajd, 2023). Similarly, Fu, Yang, and Yeh (2022) have explored the use of digital storytelling as a means to enhance the speaking competence of EFL learners. Ebadi and Azizimajd's research suggests that the incorporation of role-playing activities in Clubhouse offers language learners a dynamic and engaging environment where they can actively participate in simulated conversations and scenarios (Fu, Yang, & Yeh, 2022). This experiential approach allows language learners to apply language skills in real-life contexts. Furthermore, the interactive nature of role-playing encourages language learners to communicate and collaborate with peers. It fosters a supportive learning community conducive to language development.

On the other hand, Fu, Yang, and Yeh's study on digital storytelling has stressed the importance of offering language learners the opportunities to engage in narrative-based activities. This process augments language learners' speaking competence and promotes their confidence in using the target language.

Both studies emphasize the need for instructional approaches that prioritize students' engagement and active participation beyond classroom boundaries. Moreover, the research findings highlight the potential of digital platforms such as Clubhouse and digital

storytelling tools to facilitate language learning beyond traditional classroom settings.

Overall, the research by Ebadi and Azizimajd, in conjunction with Fu, Yang, and Yeh's study, accentuates the value of experiential learning approaches in enhancing EFL learners' verbal proficiency and willingness to communicate.

2.4.8. Gaming and Gamification

Gaming and gamification have become prominent strategies for enhancing second language (L2) verbal fluency. In their research, Lee and Pass (2014) explored the role of massively multiplayer online gaming (MMOG) in fluency in English. Their research has emphasised the immersive and collaborative nature of gaming environments for students outside the classroom. This research has underscored how MMOG platforms provide L2 students with authentic opportunities to engage in real-time communication with peers from diverse linguistic backgrounds outside the classroom. Active participation in language use motivates students to enhance their verbal fluency in a dynamic and interactive setting (Lee & Pass, 2014).

Similarly, Yaghoubi and Kazemi (2023) have investigated the impact of online-based gamification on Iranian EFL learners' speaking accuracy and fluency beyond the classroom. The researchers have stressed the need to enhance students' motivation and engagement in verbal fluency. Their study highlights how gamification incentivizes L2 students to actively participate in speaking assignments, improving speaking accuracy and fluency (Yaghoubi & Kazemi, 2023).

Both studies have mentioned the motivational benefits of gamified activities in promoting verbal fluency and proficiency. Furthermore, the interactive nature of gaming environments facilitates collaborative learning experiences. These environments allow

students to interact and communicate with friends and peers in real time. The students get a chance to enhance their verbal fluency through authentic interaction and practice.

2.4.9. Learning Management Systems and Simulation Games

In their research, Terzioğlu and Kurt (2022) have directed their attention towards enhancing L2 students' speaking fluency and listening skills through online games. This research recognizes the significance of technology in facilitating language acquisition. By offering L2 students guided opportunities for language practice and feedback within a gamified environment, Terzioğlu and Kurt have scaffolded verbal proficiency development and improved listening comprehension skills (Terzioğlu & Kurt, 2022).

This emphasis on structured verbal practice within gamified platforms (2022). In their study, the researchers have investigated the role of simulation games in reducing L2 students' foreign language anxiety and enhancing vocabulary learning. By immersing students in simulated environments, simulation games offer a low stake setting for language practice. This practice mitigates anxiety and promotes language acquisition. Yang et al.'s research highlights the potential of technology-mediated environments, such as simulation games, to provide supported language practice that fosters verbal fluency and vocabulary acquisition (Yang, Hsieh, Wong, Hong, & Lai, 2022).

Both studies have underlined the transformative potential of online games in English learning, particularly in providing language practice that addresses L2 students' needs and promotes verbal proficiency. Thus, the research by Terzioğlu and Kurt, in conjunction with Yang et al.'s study, supports the promising role of online games in fostering verbal fluency and language acquisition after school hours.

2.4.10. Future Perspectives

Shadiev, Yun Wen, Song (2023), and Vo (2022) have contributed to the discourse on the future of game-based language learning through their research. Their research offers valuable insights into the evolving domain of gamified language proficiency beyond the classroom. Their research has envisioned innovative approaches and tools that can revolutionize language instruction. Their discussion also underscores the transformative impact of games on academic practices (Shadiev, Yun Wen, & Song, 2023).

Similarly, Vo (2022) explores the specific impacts of online games on L2 verbal fluency. Vo provides valuable insights into how digital tools and platforms can enhance verbal proficiency among L2 students. This research highlights the importance of using gamified technology to create dynamic and interactive learning experiences that support language acquisition and fluency development beyond the classroom (Vo, 2022).

These perspectives collectively underscore the ongoing evolution of online games and their profound implications for English instruction and verbal proficiency development. By embracing these advancements and using gamified tools effectively, students can create engaging and immersive learning environments that empower them to develop their verbal fluency and proficiency in English as their second language. Thus, the research by Shadiev, Yun Wen, and Song, alongside Vo's study, portrays the transformative potential of online games in shaping the future of English education and depicts the importance of ongoing research and innovation in this rapidly evolving field of education.

2.5 Conclusion

English online gaming shows promise to enhance L2 students' speaking fluency. It boosts motivation, engagement, and language proficiency. Gaming's immersive nature

boosts learners' interest and enthusiasm. Engaging with the target language in games boosts speaking skills, enhancing fluency and competence.

Online gaming in language learning requires academic strategy alignment. Educators should strategically use gaming activities to enhance language learning goals outside the classroom. Teachers should choose games with language challenges. Additionally, parents, guardians, caretakers, and teachers should strive to integrate gaming activities seamlessly into the daily routines of the L2 students, ensuring that they're effectively combined with other educational materials and activities.

Further research is needed to understand online gaming's impact on language learning in education. Longitudinal studies are vital for evaluating the lasting effects of gaming interventions on students' language skills outside of classrooms. By monitoring progress over time, researchers can explore lasting benefits of integrating gaming in language learning. Research should find the best instructional methods for integrating gaming into language curricula effectively. Educators have to explore gaming genres, platforms, and mechanics to find those best for language learning. Educators need to align gaming with curriculum objectives for coherent language learning. Factors such as access to games, support, training, and motivation affect gaming integration beyond classroom. By understanding these challenges, teachers, parents, and guardians can develop strategies to mitigate barriers and maximise the virtues of online gaming for language learning. It's crucial for educators to address these gaps to maximize online gaming's potential for improving L2 students' language skills. L2 learners can create engaging language learning experiences with online gaming through research and evidence-based practices, empowering students' language skill development.

Ongoing research is needed to fully realize online gaming's potential in language education. Longitudinal studies and exploration of effective instructional approaches are crucial in understanding how online gaming enhances language learning.

Chapter 3: Research Methodology

Recognizing the complex nature of the research topic, “The Impact of English Online Gaming on L2 Students’ Speaking Fluency,” this chapter provides a detailed roadmap for conducting the study. It encompasses various aspects essential for robust empirical inquiry. The research design for this dissertation has been carefully delineated. It uses qualitative methodology to offer a distinct understanding of the phenomenon under investigation (Creswell & Creswell, 2022). In short, it enriches the depth and breadth of the findings (Kumar, 2019).

The chapter digs deep into the intricacies of data collection methods, emphasizing the use of semi-structured interviews and structured surveys to capture diverse perspectives and insights from L2 students and their parents.

Moreover, this chapter expounds on the sampling techniques employed, opting for purposive sampling to select participants based on predefined criteria relevant to the research objectives.

Furthermore, the chapter elucidates the data analysis procedures. By adopting rigorous analytical techniques, the study unearths meaningful patterns, insights, and correlations about the impact of English online gaming on L2 students’ speaking fluency.

Lastly, ethical considerations paramount to the research endeavor have been precisely addressed. Upholding ethical standards is integral to ensuring the integrity and trustworthiness of the study outcomes, thereby safeguarding the welfare and rights of all participants involved. In short, this chapter serves as a comprehensive guide to the research methodology practised in investigating the impact of English online gaming on L2 students’ speaking fluency beyond the classroom, laying the foundation for a rigorous and methodologically sound empirical inquiry.

3.1 Structure of this Chapter

This chapter will follow this structure:

- Aim of this Chapter
- Research Design
- Case Study Approach of this Research
- Data Collection
- Data Analysis
- Ethical Considerations
- Limitations
- Conclusion

3.2 Aim of this Chapter

The “Research Methodology” chapter aims to provide a comprehensive overview of the research measures exercised to scrutinize “The Impact of English Online Gaming on L2 students’ Speaking Fluency.” This chapter targets numerous points of discussion:

3.2.1. Establishing Methodological Rigor

This section aims to establish the credibility and validity of the research. It outlines the rigorous methodologies used in this research.

3.2.2. Providing Transparency

The purpose is to provide transparency about the procedures and techniques used to collect and analyze data. It enables readers to evaluate the reliability of the findings.

3.2.3. Demonstrating Alignment with Research Objectives

This dissertation chapter aims to demonstrate how the chosen methodologies align with the research objectives, ensuring that the methods appropriately address the research questions.

3.2.4. Ensuring Replicability

The goal is to present the research methodologies in a detailed and clear manner so that other researchers can replicate the study, thereby contributing to advancing knowledge in the field.

3.2.5. Enhancing Trustworthiness

This chapter aims to enhance the trustworthiness of the research findings by addressing potential biases. It ensures data accuracy and upholds ethical protocols throughout the research process.

3.2.6. Guiding Interpretation and Analysis

The purpose of this chapter is to provide a framework for interpreting and analysing the research findings. It guides readers through understanding and making sense of the data collected.

3.2.7. Acknowledging Limitations

Chapter 3 of this dissertation acknowledges all limitations and constraints associated with the chosen methodologies. It helps readers interpret the findings within the appropriate context.

3.2.8. Contributing to Methodological Discourse

This chapter contributes to the broader methodological discourse within the academic field. It discusses the strengths and weaknesses of the methodologies used and suggests avenues for future research.

3.3 Research Design

The research will adopt a qualitative research approach. It combines survey and interview techniques to gain comprehensive insights into the impact of English online gaming on L2 students' speaking fluency. This approach allows for a holistic

understanding of the phenomenon. Qualitative methods, such as semi-structured interviews, will be employed to explore the lived experiences, perceptions, and attitudes of L2 students towards English online gaming. Through these interviews, participants can express their thoughts, feelings, and experiences in their own words. It provides rich qualitative data that offers insights into how online gaming influences their speaking fluency.

Moreover, the qualitative technique will enable the researcher to scrutinise the contextual factors surrounding English online gaming. By understanding these contextual differences, the researcher can better interpret the impact of online gaming on students' speaking fluency and identify potential facilitators or barriers to language development within this context.

In addition to interviews, this research involves structured surveys to a larger sample of participants, collecting data on variables such as frequency of gaming, duration of gameplay sessions, self-perceived speaking fluency, and objective language proficiency measures.

Furthermore, employing qualitative data through interviews and surveys in this research approach enables researchers to triangulate findings. It enhances the validity and reliability of the research outcomes. Triangulation involves comparing and contrasting data from different sources to corroborate findings, identify discrepancies, or better understand the phenomenon under study. It provides a more distinct understanding of the relationship between English online gaming and speaking fluency among L2 students.

Overall, adopting a qualitative research approach in this research enriches the depth and breadth of inquiry. It allows for a multifaceted exploration of the impact of English

online gaming on L2 students' speaking fluency. Using qualitative research technique, the researcher can capture the complexity of the phenomenon.

3.4 Case Study Approach for this Research

The research is based on a case study approach. The researcher will interview young students attending an American curriculum school in Al-Ain City and involve parents in a survey. Using a case study approach for a research dissertation offers several advantages that can enhance the quality and depth of the study.

3.4.1. Richness of Data

This case study will allow for in-depth exploration of a specific phenomenon within its real-life context. It will provide the researchers with rich and detailed data that can capture the complexity and differences of the research question (Hunziker & Blankenagel, 2024).

3.4.2. Holistic Understanding

By focusing on a single issue or a small number of participants, the researcher can gain a holistic understanding of the topic. It includes its underlying dynamics, relationships, and contextual factors. This comprehensive insight can lead to more defined and comprehensive interpretations and insights.

3.4.3. Contextualization

This case study will enable the researcher to contextualize the research findings within a specific socio-cultural and organizational context. This case study will help us understand how contextual factors influence the studied phenomenon being studied. It allows for the identification of context-specific implications and recommendations.

3.4.4. Flexibility

The case study approach is always inherently flexible. It allows the researcher to adapt innovative methods and techniques to the unique characteristics of the case under

investigation (Aguinis, 2024). This flexibility empowers the researcher to employ a qualitative method of fact scrutinization.

3.4.5. Validity and Transferability

Despite focusing on a single case or a small number of participants, a well-designed case study can still achieve high levels of validity. The researchers can enhance the credibility and trustworthiness of their findings by providing detailed descriptions, triangulating data sources, and using rigorous analytical techniques. Additionally, while the findings of a case study may not be generalizable in the traditional sense, they can still offer valuable insights transferable to similar contexts or settings.

3.4.6. Practical Relevance

Case studies often have direct practical relevance and applicability to real-world problems and challenges. Detailed analysis of a specific case can generate actionable recommendations and solutions that can inform decision-making and practice in relevant fields.

This case study approach offers a robust methodological framework for conducting research dissertations, particularly when exploring complex phenomena in real-life contexts. Its emphasis on depth, contextuality, and practical relevance can lead to valuable contributions to knowledge and practice in various disciplines.

3.4.7. Participants

The participants in this study will consist of L2 students aged 12-18 years old enrolled in secondary schools within the targeted region. Additionally, parents of the participating students will be invited to complete a survey to provide supplementary perspectives on their child's gaming habits and language development.

3.4.8. Participants Inclusion Criteria

The inclusion criteria for student participants will involve proficiency in English as a second language and having regular access to online gaming platforms.

Furthermore, involving parents in the research process acknowledges their role as key stakeholders in their child's education and language learning journey. Parents' insights into their child's gaming behaviors, attitudes towards English language learning, and perceived changes in speaking fluency can offer valuable contextual information that complements the students' perspectives. It recognizes the importance of a holistic approach that considers the influence of both formal education and extracurricular activities on language learning outcomes.

Moreover, including parents in the research process can also facilitate a better understanding of parental attitudes towards English online gaming, potential concerns or reservations regarding its impact on their child's language development, and the strategies they employ to support and monitor their child's gaming habits. Overall, including L2 students and their parents as participants in the study ensures a comprehensive examination of the interplay between English online gaming and speaking fluency, considering the perspectives and experiences of multiple stakeholders involved in the language learning process.

3.4.9. Sampling Technique

The sampling technique used will be purposive sampling. The selection of participants is based on specific criteria relevant to the research objectives.

3.5 Data Collection

3.5.1. Interviews

Semi-structured interviews will be conducted with L2 students to explore their experiences with English online gaming and its perceived impact on their speaking fluency. This qualitative research method offers a flexible yet focused approach and allows for in-depth exploration of participants' perspectives while maintaining a degree of structure. The interviews will be designed to provoke rich narrative data.

Before the interviews, participants will be informed about the study's purpose and procedures, and their voluntary participation will be sought through informed consent. Participants will also be assured of the confidentiality and anonymity of their responses. Interviews have been conducted in person or remotely via video conferencing to accommodate participants' preferences and schedules.

During the interviews, open-ended questions will encourage participants to freely share their thoughts and experiences (Tan, 2017). Probing questions may also be used to explore specific themes or experiences raised by participants more deeply.

Overall, semi-structured interviews offer a valuable opportunity to gain firsthand insights into participants' experiences and perceptions. The interviews provided a deeper understanding of the complex relationship between English online gaming and speaking fluency among L2 students.

3.5.2. Surveys

A structured survey will be administered to parents of the participating students to gather information on their child's gaming habits, language proficiency, and perceived changes in speaking fluency. This quantitative research method provides a systematic way to collect standardized data from a large sample of participants (Noor, 2008). The survey

will consist of predetermined questions designed to capture relevant information related to the research objectives, including the frequency and duration of their child's gaming sessions, the types of games played, and their perceptions of the impact of gaming on their child's language development.

The survey has been distributed electronically to parents via email or online survey platforms to ensure ease of administration and participation. It ensures confidentiality and anonymity, as responses can be submitted securely without face-to-face interaction or disclosing personal information.

Before distributing the survey, parents will receive clear instructions regarding its purpose, length, and confidentiality measures. This transparency and reassurance are essential for promoting trust and encouraging honest and accurate responses from participants.

The survey questions have been carefully constructed to elicit specific information relevant to the research objectives. Once the survey responses have been collected, data will be compiled and thematically analyzed to identify patterns, correlations, and trends. Descriptive analysis may be used to summarize the distribution of responses.

Overall, administering a structured survey to parents complements the qualitative insights gathered from student interviews. It will provide a broader perspective on the impact of English online gaming on L2 students' language development.

3.6 Data Analysis

3.6.1. Qualitative Analysis

Thematic analysis will be employed as a qualitative data analysis method to identify recurring patterns, themes, and insights derived from the interview transcripts. This approach offers a systematic way to analyze qualitative data by identifying, analyzing, and

reporting themes within the data. Thematic analysis is particularly well-suited for exploring the richness and complexity of participants' experiences and perspectives.

The process of thematic analysis will begin with familiarization with the interview transcripts, where the researcher immerses himself in the data to gain an overall understanding of the content. This initial step involves reading and re-reading the transcripts to identify recurring words, phrases, or ideas representing potential themes or patterns.

After establishing themes, the researcher will analyze and interpret the data within each theme, exploring the findings' underlying meaning, connections, and implications.

Throughout the analysis process, the researcher will maintain reflexivity, critically reflecting on assumptions and preconceptions that may influence the interpretation of the data. Ultimately, thematic analysis will provide a rich and detailed exploration of participants' experiences and perspectives related to English online gaming and speaking fluency.

3.7 Ethical Considerations

Under this heading, the research's commitment to adhering to ethical guidelines set forth by the Institutional Review Board (IRB). It includes a brief overview of the ethical principles guiding the research process, such as respecting participants' autonomy, protecting their rights, and ensuring the integrity and trustworthiness of the research outcomes.

3.7.1. Informed Consent

Informed consent was obtained from all participants for this research. It includes how participants will receive comprehensive information about the study's purpose, procedures, risks, and benefits before agreeing to participate. Emphasis has been placed on ensuring

that participants can understand the information provided and make voluntary decisions about their involvement in the research.

3.7.2. Voluntary Participation

The research is committed to ensuring the voluntary participation of participants. It emphasizes that participants have the right to decline participation or withdraw from the study at any time without facing negative consequences. The importance of creating a supportive and non-coercive environment for participants is paramount.

3.7.3. Confidentiality of Data

Necessary measures have been taken to protect the confidentiality of participants' data throughout the research process. Additionally, explanations will be provided on how participants' identities will be anonymized in any reports or publications resulting from the study.

3.7.4. Protection of Anonymity and Privacy

The steps taken to protect participants' anonymity and privacy have been outlined. Measures to minimize potential risks and discomfort associated with participation will also be addressed.

The research can communicate its commitment to upholding ethical principles and ensuring the rights and well-being of participants throughout the research process.

3.8 Limitations

3.8.1. Sample Size Constraints

One notable limitation of the study is the potential constraint imposed by the sample size. Due to practical considerations such as time, resources, and access to participants, the sample size may be limited, which could affect the study's ability to draw broad conclusions or generalize findings to larger populations.

3.8.2. Participant Bias

Another important limitation is the potential for participant bias, wherein participants may provide responses influenced by social desirability, self-perception, or other factors. For instance, L2 students may feel pressure to present themselves in a favorable light regarding their English language skills or gaming habits, leading to biased or incomplete information. This research will emphasize the importance of honest responses while ensuring confidentiality and anonymity.

3.8.3. Reliance on Self-Reported Data

Additionally, the study relies on self-reported data provided by participants. Participants may misremember or misrepresent their gaming habits, language proficiency, or perceptions of speaking fluency, leading to potential discrepancies between reported and actual behaviors or experiences. To address this limitation, the researcher will use validated measures and carefully designed survey instruments to minimize response bias and enhance the reliability of self-reported data. Triangulating self-reported data with objective measures, such as language proficiency assessments or gameplay logs, can provide a more comprehensive understanding of the phenomenon under study.

3.8.4. Efforts to Address and Mitigate Challenges

Despite these limitations, efforts will be made to address and mitigate the challenges posed by sample size constraints, participant bias, and reliance on self-reported data. The researcher can provide a more defined interpretation of the study findings by acknowledging and proactively addressing these limitations. It fosters transparency and credibility in the research process.

3.9 Conclusion

Chapter 3 details the methodology investigating English online gaming's impact on L2 students' spoken fluency beyond classrooms. This research offers insights using a rigorous approach, data collection, and ethics.

Throughout the study, rigorous data collection ensures reliable research findings. L2 student interviews delve into online gaming's impact on speaking fluency. A survey was given to parents to learn about their child's gaming habits, language skills, and fluency changes.

Chapter 4: Research Results

4.1 Outline of the Chapter

This chapter deals with the findings, analysis, and discussion derived from the research conducted on the topic of “The Impact of English Online Gaming on L2 Students’ Speaking Fluency.” The results are based on 15-to-20-year-old students, totaling 58 individuals, predominantly female, who were interviewed. These students exhibited an advanced level of English proficiency and possessed varying degrees of engagement with online gaming. It was observed that they had been acquainted with online gaming for approximately five years.

On the other hand, as a vital component of the research, a survey was conducted to 34 parents as well. Their honest responses provided valuable insights into the perceived effects of online gaming on their children’s linguistic development. Overall, parents acknowledged significant improvements in their children’s language skills.

Parents expressed apprehensions regarding the potential isolation of their children from real-world interactions due to excessive engagement in online gaming. Furthermore, they highlighted instances where their children had adopted inappropriate language use, possibly influenced by interactions within the gaming environment.

The findings underscore the multifaceted nature of the impact of English online gaming on L2 students’ speaking fluency. While the immersion in virtual environments may facilitate language acquisition and fluency through exposure to English content. The analysis of the research results prompts a broader discussion on the need for balanced approaches to integrating online gaming into language learning strategies.

This chapter provides a comprehensive examination of the research findings, offering valuable insights into the complex interplay between online gaming and L2 speaking fluency among L2 learners.

4.1.1. Basic Structure of The Chapter

The chapter outlines the study objectives and rationale, detailing the method used for interview results and analysis, along with the associated research challenges. Insights from parental perspectives are explored through survey results and analysis, highlighting identified limitations and research challenges.

4.2 Study Objectives (Rationale for the Study)

This research sheds light on different dynamics at play. Ultimately, the objective of this research is to propose balanced approaches for integrating online gaming into language learning strategies, with a keen focus on maximising educational benefits while mitigating associated risks. Through these endeavours, this research provides valuable insights that inform decision-making in academic settings and contribute to the enhancement of language learning experiences for L2 students.

4.2.1. Examine the Impact of English Online Gaming on L2 Students' Speaking Fluency

The primary objective of this research is to investigate how exposure to English online gaming influences the speaking fluency of L2 (second language) students aged 16 to 18. By conducting interviews with 58 students, predominantly female, this study discerns the extent to which online gaming contributes to linguistic development among L2 students.

4.2.2. Evaluate Parental Perceptions and Concerns

Through a survey administered to 34 parents participating students, the research seeks to understand parental perspectives on the effects of online gaming on their children's language skills. Specifically, the study analyses parental perceptions of improvements in

linguistic abilities, as well as concerns regarding potential negative impacts such as social isolation and inappropriate language use.

4.2.3. Explore the Nuanced Relationship between Online Gaming and Linguistic Development

This research explores the intricate dynamics between online gaming and linguistic proficiency among L2 students. The study elucidates the multifaceted nature of the relationship by examining both positive transformations and concerns raised by parents. Furthermore, it seeks to identify potential mechanisms through which online gaming may facilitate or hinder speaking fluency.

4.2.4. Proposed Balanced Approaches for Language Learning Strategies

Based on the findings and analysis, the research proposes balanced approaches for integrating online gaming into language learning strategies. This research offers thoughtful insights that inform the development of effective teaching and academic practices by highlighting the educational potential of online gaming for enhancing language skills. It includes emphasizing the importance of parental supervision and guidance in navigating the complexities of online gaming environments for L2 students.

Overall, the research objectives outlined the investigation into the impact of English online gaming on L2 students' speaking fluency, aiming to generate thoughts and opinions that contribute to informed decision-making in educational settings and facilitate the optimization of language learning experiences for young language learners.

Methods Used

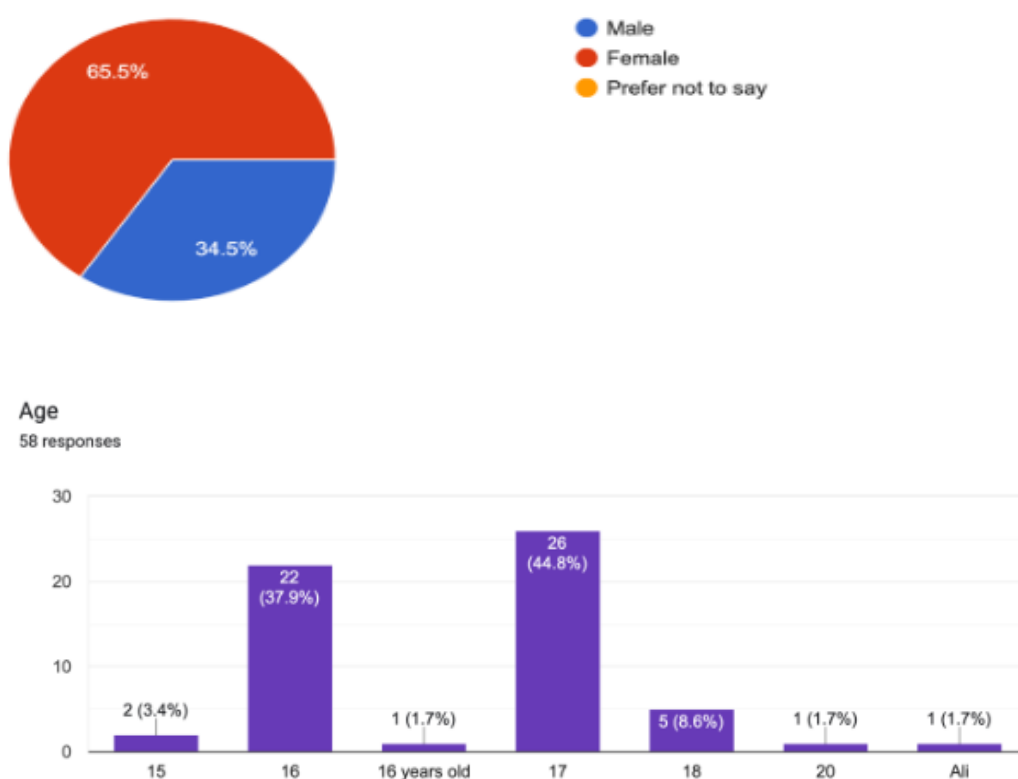
4.3 Interview Results & Analysis

In recent years, the integration of technology into education has opened up new avenues for language learning. Online gaming has emerged as a particularly promising tool

for enhancing linguistic skills. This research has delved into the findings of a study that examines the impact of online gaming on the speaking fluency of L2 (second language).

Figure 1

Participant Demographics showing Age and Gender Distribution



4.3.1. Participant Demographics

For this research, the researcher has conducted interviews with a cohort of 58 students aged 16 to 17, predominantly comprising females. These students exhibited an advanced level of English proficiency and possessed varying degrees of engagement with online gaming, though they are not regular players of online games. Their familiarity with online gaming spanned approximately five years, indicating substantial exposure to virtual environments.

4.3.2. *Impact of Online Gaming on Speaking Fluency*

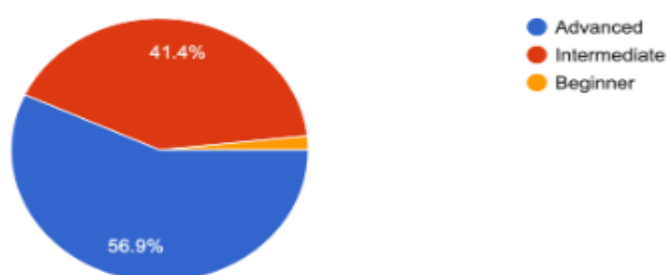
The interviews revealed several notable improvements in the participants' speaking fluency attributable to their engagement with online gaming.

Firstly, participants reported boosted confidence in speaking, stemming from their interactions within the gaming community. The immersive nature of online gaming environments provided them with ample opportunities to engage in verbal communication. They enhanced their self-assurance in expressing themselves verbally.

Secondly, participants noted that online gaming facilitated the enhancement of their fluency in spoken English. Regular interactions with other players during gaming sessions served as effective practice grounds for sharpening their conversational skills. Through these interactions, participants were able to navigate diverse linguistic contexts, expand their repertoire of linguistic expressions and improve their ability to communicate fluently.

Figure 2

Improvements in Speaking Fluency Reported by Participants



4.3.3. *Expansion of Vocabulary and Improved Pronunciation*

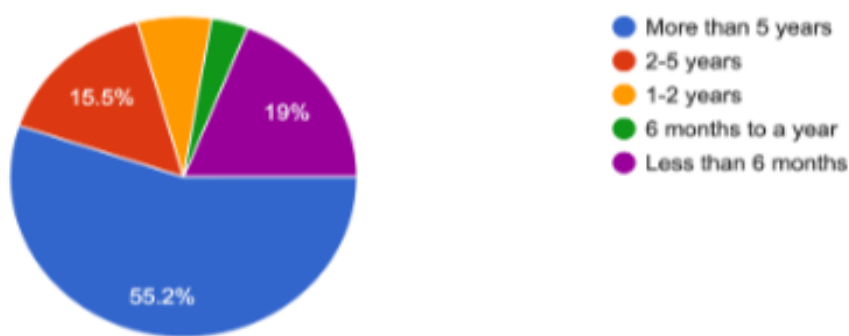
The participants also highlighted the positive impact of online gaming on their vocabulary acquisition and pronunciation skills. Engaging in multiplayer role-playing games and strategy games with communication features exposed them to a wide range of

new words in context. It facilitated the expansion of their linguistic knowledge.

Additionally, active participation in verbal conversations during gaming sessions enabled them to practice and refine their pronunciation and led them to noticeable improvements in their spoken English.

Figure 3

Vocabulary and Pronunciation Enhancements through Online Gaming

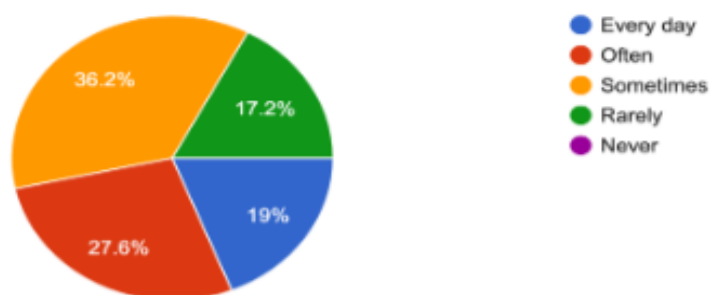


4.3.4. Preference for Multiplayer Role-playing and Strategy Games

The interviews underscored the participants' preference for multiplayer role-playing games and strategy games with communication features. These gaming genres catered to their entertainment preferences and served as effective platforms for language practice. The students who have been engaged with online gaming for more than 5 years showed significant improvements in their language. The interactive nature of these games encouraged collaborative communication among players. It fostered an environment conducive to language learning and skill development.

Figure 4

Preference for Multiplayer Role-Playing and Strategy Games



4.3.5. Active Engagement in Verbal Conversations

A noteworthy finding from the interviews was the participants' active engagement in spoken conversations with other players during online gaming sessions. This real-time interaction allowed them to practice their speaking and listening skills dynamically and interactively. Participants reported that engaging in verbal exchanges during gaming sessions significantly improved their spoken English and enhanced their ability to comprehend and respond to spoken language cues. Around 50 % of the students mentioned that games have improved their speaking power. On the other hand, 44% of the students have expressed that their active engagement in verbal online games has improved their speaking expertise.

Figure 5

Active Engagement in Verbal Conversations during Gaming Sessions

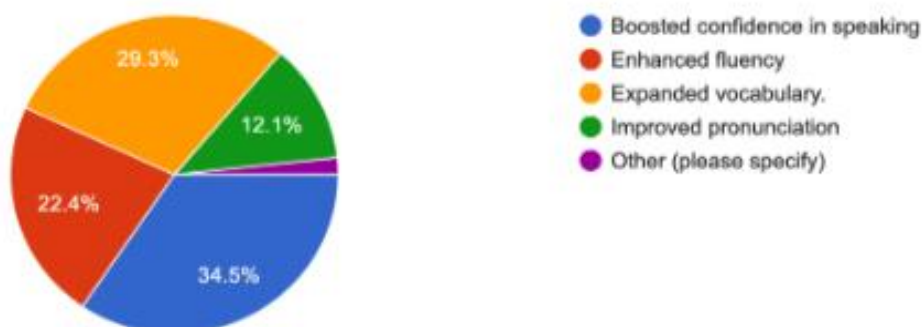


4.3.6. Perceived Benefits of Online Gaming for Language Practice

Participants expressed a strong belief in the effectiveness of online gaming as a tool for language practice. They perceived online gaming environments to be more enjoyable and effective than traditional language learning methods. The immersive and interactive nature of online gaming provided them with a stimulating and engaging platform for language practice because it enhanced their overall learning experience. Students have mentioned that most of the students play online games sometimes.

Figure 6

Perceived Benefits of Online Gaming for Language Practice



4.3.7. Overall Impact on Learning Experience

On the other hand, the interviews revealed that online gaming has had a significant and positive impact on the speaking fluency of L2 students aged 15 to 20. Participants reported improvements in confidence, fluency, vocabulary, and pronunciation. Participants credited online games for enhancing their engagement with online gaming. The preference for multiplayer role-playing and strategy games with communication features further underscored the potential of online gaming as an effective tool for language practice. Moreover, it has boosted their confidence. Participants expressed a strong belief in the efficacy of online gaming for language learning. Interviewees highlighted its enjoyable and immersive nature as critical factors contributing to its effectiveness. These findings suggest that online gaming holds promise as a supplementary tool for language learning. It gave students a dynamic and engaging platform for sharpening their linguistic skills.

4.4 Research Challenges Associated with Interviews

To understand the impact of online gaming on speaking fluency among L2 students, it is imperative to critically assess the methodology employed and potential limitations inherent in the research design. Understanding and addressing these limitations is crucial for interpreting the findings accurately and advancing future research endeavors in this domain.

4.4.1. Sampling Bias

The study predominantly focused on 15- to 20-year-old students, which may limit the generalizability of the findings to other age groups.

4.4.2. Gender Imbalance

Female students showed an interest in being interviewed. The cohort mainly consisted of female students, potentially skewing the results and sidelining the perspectives of male students.

4.4.3. Self-Reporting Bias

During the interviews, participants may have provided socially desirable responses or exaggerated their language skills and gaming habits.

4.4.4. Limited Sample Size

While 58 participants were interviewed, a larger sample size would have provided more robust insights and increased the reliability of the findings.

4.4.5. Regional Specificity

The study may not account for regional variations in online gaming habits and language proficiency, limiting the applicability of the findings to broader populations.

4.4.6. Time Constraints

The interviews may not have allowed an in-depth exploration of participants' experiences and perceptions. It has potentially overlooked distinct aspects of their language learning journey.

4.4.7. Recall Bias

Participants' recollections of their experiences with online gaming and language learning may have been influenced by memory distortions or selective recall.

4.4.8. Lack of Control Group

Without a control group of non-gaming students, it is challenging to ascertain whether observed improvements in speaking fluency are solely attributable to online gaming or other factors.

4.4.9. Language Proficiency Assessment

The study relied on self-reported measures of language proficiency, which may not accurately reflect participants' proficiency levels.

4.4.10. Limited Scope of Games

The study primarily focused on multiplayer role-playing and strategy games. It neglected the potential influence of other genres on language learning outcomes.

4.4.11. Parental Influence

Parental attitudes towards online gaming may have influenced participants' responses. It could lead to biased reporting of perceived benefits and concerns.

4.4.12. Cultural Factors

The study did not extensively explore cultural differences in gaming preferences and language learning approaches. It has overlooked potential cultural influences on the observed outcomes.

4.4.13. Temporal Changes

The research did not account for potential changes in participants' gaming habits or language skills over time, which could affect the validity of longitudinal interpretations.

4.4.14. Limited Age Range

Focusing solely on 15- to 20-year-old students may overlook developmental differences in language learning and gaming habits among younger or older age groups.

4.4.15. Socioeconomic Factors

The research did not explore the potential influence of socioeconomic status on participants' access to online gaming resources and language learning opportunities.

4.4.16. Technology Access

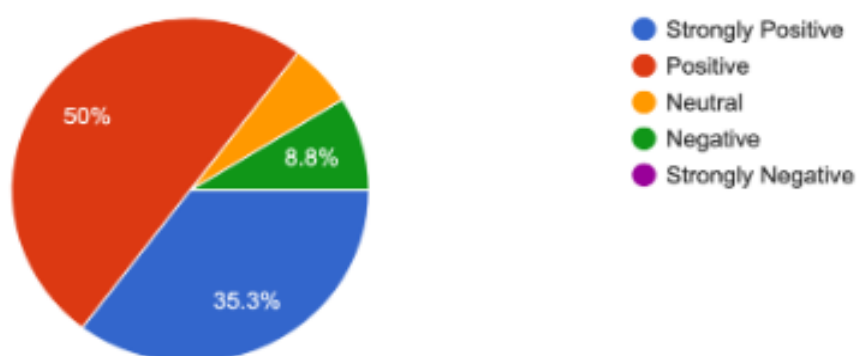
The research did not account for variations in participants' access to technology and internet connectivity variations, which could affect their engagement with online gaming and language learning.

4.5 Insights from Parental Perspectives - Survey Results & Analysis

This section explores the insights gleaned from a survey conducted with 34 parents. It shed light on their observations and perceptions regarding the impact of online gaming on their children's linguistic development.

Figure 7

Overview of Parental Observations on Children's Communication Skills

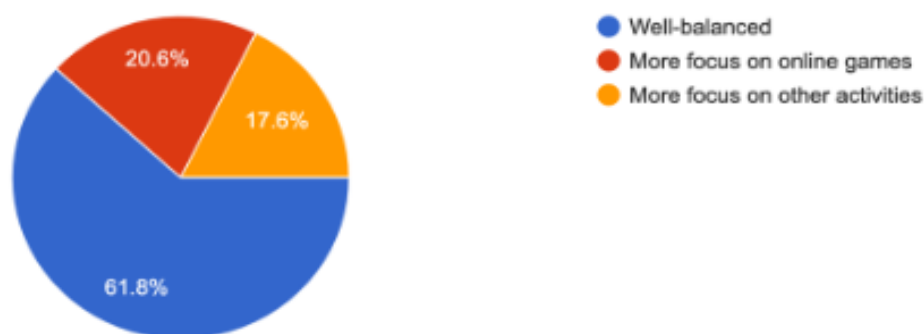


4.5.1. Positive Transformations Observed

Parents revealed noteworthy transformations in their children's communication patterns after they engaged in online games. They noted that online gaming has notably contributed to their children's verbal communication skills, with evident improvements in vocabulary acquisition and verbal fluency. 50% of parents mentioned that games have positively impacted their children's language. Moreover, parents observed that their children engage in conversations more frequently. It indicated a heightened language proficiency resulting from their interaction within gaming environments.

Figure 8

Parents' Recognition of Online and Traditional Game Balance



4.5.2. Balancing Act: Integrating Online and Traditional Games

A striking revelation from the survey was parents' recognition of the importance of balancing online gaming with traditional games. They observed that their children adeptly engage in both online and traditional games. It contributed to the enhancement of their overall communication abilities. This balanced approach, encompassing a variety of gaming experiences, was instrumental in augmenting their child's communication power. Parents have mentioned that their children are well-balanced in their studies and games.

Figure 9

Multifaceted Improvements in Communication Patterns Noted by Parent

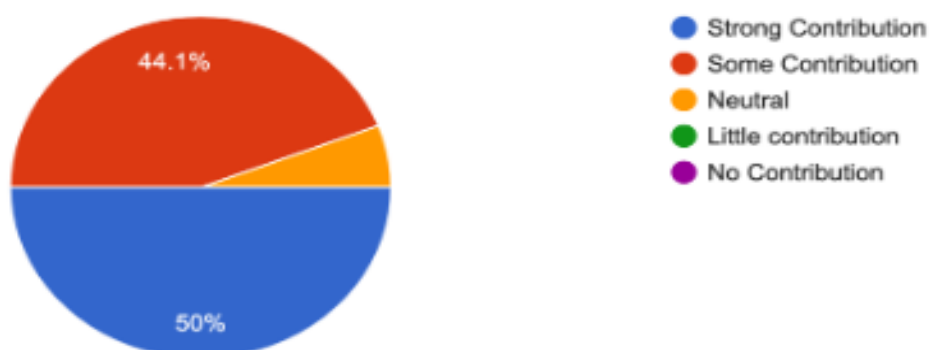


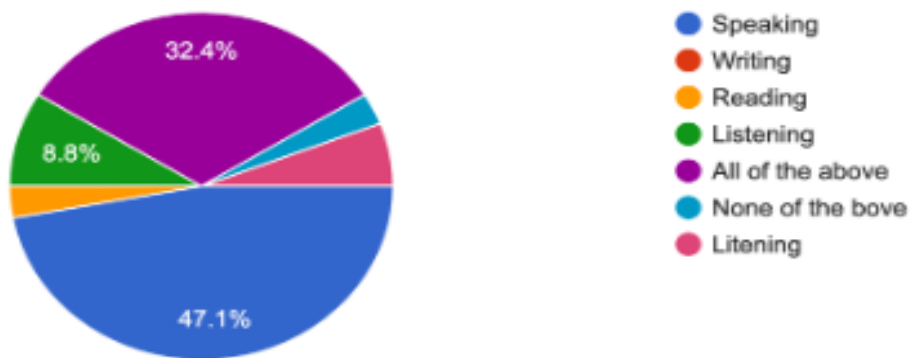
4.5.3. Multifaceted Improvement in Communication Patterns

More than 50% of parents highlighted the multifaceted nature of improvement in their child's communication patterns attributed to online gaming. Notably, online games have been reported to enhance their speaking skills, writing, and listening abilities. This holistic development was underscored by parents' observations of improvements in their child's accent, comprehension of various accents, and overall confidence in linguistic expression.

Figure 10

Parents' Desire for Comprehensive Skill Development in Children





4.5.4. Desire for Balance and Comprehensive Verbal Communication Skill Development

50% Parents expressed that online gaming experiences have contributed strongly while recognizing the benefits of online gaming in fostering language skills. Parents emphasized the importance of comprehensive skill development, advocating for an inclusive approach that integrates various forms of gaming to optimize their child's linguistic abilities. 47% of the parents mentioned that their children have improved their English-speaking powers.

Figure 11

Specific Vocabulary Improvements Linked to Online Gaming

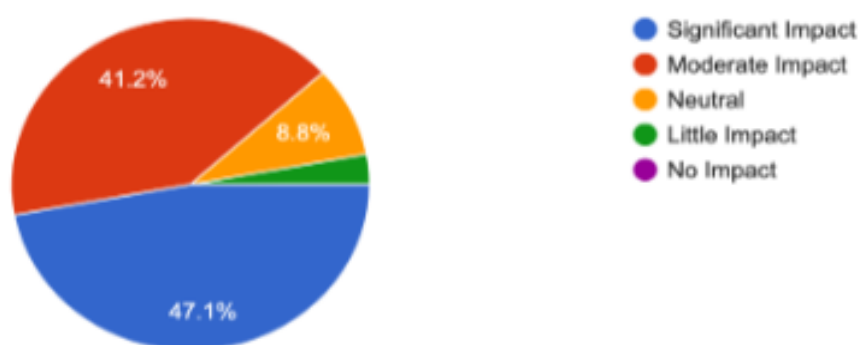


4.5.5. Specific Areas of Improvement (Vocabulary Terms)

Around 58% Parents pinpointed several specific areas of improvement observed in their children in dissecting the impact of online gaming on language development. Notably, online gaming was credited with enhancing their child's vocabulary. It facilitated the acquisition of new vocabulary words, refined their accents, and fostered a deeper understanding of accents.

Figure 12

Boost in Confidence and Conversational Engagement Among Children



4.5.6. Confidence Boost and Overall Growth in Conversational Engagement

A significant impact highlighted by around 47% of parents was the boost in their children's confidence resulting from their engagement with online gaming. They have noticed that their children are more confident and engage in conversations. This newfound confidence extended beyond linguistic expression. It permeated various facets of their child's personal and academic endeavors.

The survey with parents provided valuable insights into the impact of online gaming on their child's linguistic development. Parents recognized the positive transformations in their child's communication patterns. It included improvements in speaking skills, vocabulary acquisition, and confidence levels. Parents underscored the importance of

balance and comprehensive skill development while acknowledging the benefits of online gaming. This development advocated for an approach that integrates various gaming experiences.

These insights can inform strategies aimed at optimizing the educational potential of online gaming while ensuring a well-rounded development of language skills among children.

Main Takeaways from the Survey Results

Around half of the parents who participated in the survey noted that online games have positively affected their child's speaking skills and communication patterns. They observed improvements in their child's verbal communication abilities and enriched vocabulary, with their child using new words. Online games were credited for making their child proficient in engaging conversations. Survey results indicated that parents perceived online games as beneficial for their child, enhancing listening skills and maintaining a balanced approach between studies and gaming. Additionally, parents expressed that their child has improved their English accent through gaming.

As a whole more than half of the involved parents have noted that their child has improved his language skills due to his interest in online games. His involvement in games has improved his language skills. Every student has improved his language skills according to his needs and interests.

4.6 Limitations Identified by Parental Perspectives

In scrutinizing the perceptions provided by parents through the survey, certain limitations become apparent, which warrant consideration in interpreting their observations and discernments.

4.6.1. Subjective Interpretations

Parents' observations are inherently subjective and influenced by personal biases. These observations potentially influenced their child's linguistic development assessment, attributed to online gaming.

4.6.2. Limited Objectivity

The survey relied solely on parental reports. It lacked objective measures or independent assessments of their child's language skills.

4.6.3. Small Sample Size

The survey sample of 34 parents may need to represent the diversity of parental perspectives adequately. It may limit the generalizability of the insights gleaned from the study.

4.6.4. Parental Awareness and Involvement

Parents who participated in the survey may have a heightened awareness of their children's language development and greater involvement in their gaming habits. It may potentially bias their responses.

4.6.5. Potential Social Desirability Bias

Parents may be inclined to provide socially desirable responses. They may have exaggerated the positive impacts of online gaming on their child's language skills or downplayed any adverse effects.

4.6.6. Limited Scope of Inquiry

The survey may not have explored all potential factors influencing parental perceptions of online gaming's impact on language development.

4.6.7. Absence of Comparative Analysis

The survey did not include a comparison with non-gaming children or children engaging in alternative activities. It made it challenging to ascertain the unique contribution of online gaming to language skills development.

4.6.8. Temporal Factors

Parental observations may be influenced by temporal factors, such as recent changes in their child's gaming habits or language development, which may not be adequately captured in the survey responses.

4.6.9. Cultural Variability

The survey did not account for potential cultural variations in parental attitudes towards online gaming and language learning. It has limited the applicability of the findings across diverse cultural contexts.

4.6.10. Overlooking Negative Impacts

The survey overlooked potential negative impacts on academic performance or social interaction. However, parents have only emphasized the positive transformations resulting from online gaming.

Despite these limitations, the insights parents provide offer valuable perspectives on the perceived impacts of online gaming on their child's linguistic development. Acknowledging these limitations, the researcher has adopted a more cautious approach in interpreting parental perspectives and designing future studies to explore the complex interplay between online gaming and language skills development.

4.7 Research Challenges Associated with Survey

4.7.1. Isolation from Real-world Interaction

One of the primary concerns voiced by parents in the survey was the potential for online gaming to isolate children from real-world social interactions. Excessive screen time and immersive gaming experiences may lead to reduced opportunities for face-to-face communication, hindering the development of children's crucial interpersonal skills. Parents expressed apprehension that prolonged engagement in online gaming environments might limit their children's exposure to diverse social situations and impede their ability to navigate real-world interactions effectively. Furthermore, the lack of direct human interaction in virtual gaming environments may contribute to feelings of isolation and loneliness, impacting overall social well-being.

4.7.2. Inappropriate Language Exposure

Another significant concern highlighted by parents was the exposure of children to inappropriate language and behavior within online gaming communities. The anonymous and unfiltered nature of online interactions can expose children to profanity, derogatory remarks, and other forms of inappropriate language. Parents expressed worries that prolonged exposure to such language might normalize inappropriate communication patterns and erode their children's understanding of acceptable language usage. Moreover, exposure to toxic behaviors, such as bullying or harassment within gaming communities, can have detrimental effects on children's emotional well-being and interpersonal skills development. Addressing these concerns requires proactive measures to monitor children's online interactions, educate them about responsible online behavior, and establish clear guidelines for acceptable language usage within gaming environments.

4.7.3. Maintaining a Balanced Approach

Parents emphasized the importance of maintaining a balanced approach while acknowledging the potential risks associated with online gaming. They recognized the educational benefits of online gaming in enhancing language skills but stressed the need for moderation and supervision. Encouraging children to engage in various online and offline activities can promote holistic development and mitigate the adverse effects of excessive screen time.

By fostering open communication and setting boundaries, parents can empower their children to make responsible choices regarding their gaming habits while ensuring their overall well-being.

4.8 Semantic Analysis/ Thematic Synthesis of Survey & Interview Results

Engagement with online gaming has emerged as an activator for notable improvements in speaking fluency among participants. Through regular interactions within gaming communities, students reported heightened confidence in their verbal communication abilities and enhanced spoken English fluency. Furthermore, their linguistic range expanded, marked by a diversified range of expressions acquired during gaming sessions. Delving deeper, the immersion in multiplayer role-playing and strategy games offered participants exposure to contextual vocabulary, fostering the acquisition of new words and refinement of pronunciation. This linguistic enrichment was complemented by active participation in verbal exchanges, where real-time interactions served as dynamic practice grounds for sharpening speaking and listening skills.

Interestingly, students displayed a strong preference for multiplayer games with communication features, recognizing them as entertainment avenues and effective platforms for language practice. Their active engagement in spoken conversations during

gaming sessions underscored the transformative potential of online gaming, improving collaborative communication and skill development. Moreover, students expressed a resounding belief in the efficiency of online gaming as a tool for language practice, citing its immersive and interactive nature as pivotal factors enhancing their learning experience. Beyond linguistic development, engagement with online gaming boosted students' confidence levels. It excelled in linguistic boundaries to infuse various facets of personal and academic growth. In synthesizing the findings from both parental surveys and participant interviews, it becomes evident that online gaming holds promise as an effective supplementary tool for language learning as it offers a dynamic platform for holistic skill development among L2 students.

4.8.1. Impact of Online Gaming on Speaking Fluency

Participants reported notable improvements in their speaking fluency as a result of their engagement with online gaming. They noted a boosted confidence in speaking, enhanced fluency in spoken English, and expanded repertoire of linguistic expressions through regular interactions with other players during gaming sessions.

4.8.2. Expansion of Vocabulary and Improved Pronunciation

Engaging in multiplayer role-playing games and strategy games exposed participants to a wide range of vocabulary in context. These games facilitated the acquisition of new words and the refinement of pronunciation. Active participation in verbal conversations during gaming sessions enabled them to practice and refine their pronunciation. It led to noticeable improvements in spoken English proficiency.

4.8.3. Preference for Multiplayer Role-playing and Strategy Games

Participants expressed a strong preference for multiplayer role-playing games and strategy games with communication features. These gaming genres not only nurtured their

entertainment preferences but also served as effective platforms for language practice. They stimulated collaborative communication among players and facilitated language learning and skill development.

4.8.4. Active Engagement in Verbal Conversations

Participants who actively engaged in spoken conversations with other players during online gaming sessions utilized real-time interaction as a dynamic and interactive practice ground for speaking and listening skills development. This active engagement significantly contributed to the improvement of their spoken English and enhanced comprehension and response to spoken language cues.

4.8.5. Perceived Benefits of Online Gaming for Language Practice

Participants expressed a strong belief in the effectiveness of online gaming as a tool for language practice, perceiving it to be more enjoyable and effective compared to traditional methods. The immersive and interactive nature of online gaming provided them with a stimulating and engaging platform for language practice and enhanced their overall learning experience.

4.8.6. Confidence Boost and Overall Growth

Engagement with online gaming resulted in a notable boost in participants' confidence levels, extending beyond linguistic expression and permeating various facets of personal and academic endeavors. It improved their holistic growth and linguistic development.

Surveying parents and interviewing participants revealed insights on online gaming's impact on language development in L2 students. Online gaming can boost speaking skills, vocabulary, pronunciation, and confidence for language learning. Insights can shape strategies for optimizing language skills of L2 students through online gaming.

Chapter 5: Finding and Discussion

The study found that online gaming had a positive impact on students' speaking fluency. Participants reported expanded vocabulary, improved pronunciation, and increased engagement in verbal conversations during gameplay.

5.1 Findings

5.1.1. *Preference for Multiplayer Games*

Students showed a preference for multiplayer role-playing and strategy games, which provided more opportunities for authentic language practice and interaction with other English speakers.

Perceived Benefits: Participants generally viewed online gaming as beneficial for language practice, citing the engaging and immersive nature of the digital environment as conducive to improving their linguistic skills.

5.1.2. *Overall Impact on Learning*

The research suggests that online gaming can have a positive impact on students' overall language learning experience, complementing traditional classroom-based instruction.

These findings align with the existing literature on the relationship between online gaming and language learning. The study's results corroborate previous research that has highlighted the potential benefits of online gaming for enhancing language proficiency, particularly in areas such as vocabulary development, pronunciation, and conversational fluency.

The theoretical frameworks discussed in the literature review, such as Krashen's Input Hypothesis and Vygotsky's Socio-cultural Theory, provide a strong theoretical foundation for understanding the mechanisms through which online gaming can facilitate language

acquisition. The immersive and interactive nature of online gaming aligns with the principles of these theories, which emphasize the importance of comprehensible input, social interaction, and the zone of proximal development in language learning.

Additionally, the study's findings echo the existing literature on the integration of technology-enhanced language learning approaches, such as the use of multimedia resources, role-playing, and gamification. These strategies have been shown to enhance student engagement, motivation, and language-learning outcomes, which are also observed in the context of online gaming.

However, the study also acknowledges the limitations and potential challenges associated with online gaming for language learning, such as participant bias, reliance on self-reported data, and the need for a more comprehensive exploration of language acquisition contexts. These limitations are consistent with the methodological considerations discussed in the literature, highlighting the importance of carefully designed research approaches to capture the nuanced relationship between online gaming and language development.

Overall, the findings of this research contribute to the growing body of evidence that supports the potential of online gaming as a valuable tool for enhancing L2 students' speaking fluency and language-learning experiences. The study's insights can inform the development of more integrated and balanced language-learning strategies that leverage the engaging and immersive nature of online gaming platforms.

5.2 Discussion

Engagement with online gaming emerges as a transformative force in enhancing participants' speaking fluency. The immersive nature of gaming environments provides fertile ground for linguistic growth, improving confidence and fluency in spoken English.

Moreover, the dynamic interactions within gaming communities expand participants' linguistic range, enriching their expression with diverse vocabulary and accurate pronunciation.

5.2.1. Vocabulary Enrichment Through Gaming Dynamics

Multiplayer role-playing and strategy games serve as dynamic classrooms for vocabulary acquisition and pronunciation refinement. Participants navigate through virtual worlds, encountering contextual vocabulary that increases their lexical knowledge. Active engagement in verbal exchanges during gaming sessions serves as a crucible for sharpening pronunciation skills, leading to tangible improvements in spoken English proficiency.

5.2.2. The Preference Paradigm: Multiplayer Gaming as a Language Learning Hub

Participants exhibit a strong preference for multiplayer role-playing and strategy games, recognizing them not only as sources of entertainment but also as potent tools for language practice. These games, equipped with communication features, facilitate collaborative communication among players and accelerate language learning and skill development in an interactive environment.

5.2.3. Real-Time Interaction: Catalyst for Linguistic Growth

The active engagement of participants in spoken conversations during online gaming sessions serves as a testament to the transformative potential of real-time interaction. Participants refine their speaking and listening skills within this dynamic arena. This active participation significantly contributes to the enhancement of spoken English proficiency and comprehension abilities.

5.2.4. Perceived Benefits and Beyond Nurturing Confidence and Holistic Growth

Participants' resounding belief in the efficiency of online gaming as a language-learning tool underscores its perceived benefits. Engagement with online gaming yields a tangible boost in confidence levels beyond linguistic development. It permeated various facets of personal and academic growth. These findings illuminate the multifaceted impact of online gaming on language development among L2 students and offer valuable insights into its potential as an effective supplementary tool for holistic skill development.

5.3 Interpretation

In the dynamic arena of modern education, the fusion of technology and learning has introduced transformative possibilities, with online gaming emerging as a captivating arena ripe for exploration. Within this digital tapestry, the impact of online gaming on adolescent language development stands as a compelling subject of inquiry. It has beckoned us to explore the intricate interplay between virtual engagement and linguistic proficiency. This research has embarked on a journey to uncover the multifaceted dimensions of this phenomenon, drawing insights from a comprehensive analysis of survey responses from parents. This study navigates the distinct domain of online gaming's influence on language acquisition among L2 students by scrutinizing parental perceptions and observations.

From uncovering trends in speaking fluency to exploring the dynamics of vocabulary acquisition and pronunciation refinement, this research paints a comprehensive portrait of how online gaming shapes linguistic trajectories. Moreover, this study examines the delicate balance between online and traditional forms of play. It has illuminated the pivotal role of parental perspectives in shaping children's gaming habits. Through interviews and survey, this research seeks not only to elucidate the perceived benefits and concerns associated with online gaming but also to distil actionable recommendations for optimizing its educational potential.

5.3.1. Insights from Survey Responses

Analysis of the survey responses provided valuable insights into parental perceptions regarding the impact of online gaming on their children's linguistic development. Key themes emerged from the survey, shedding light on parents' observations and concerns regarding their children's language skills in relation to online gaming.

5.3.2. Participant Demographics

Understanding the demographic characteristics of the surveyed parents is crucial for contextualizing their responses. Examining factors such as age, gender, educational background, and socio-economic status can provide insights into potential biases or variations in perspectives.

5.3.3. Impact on Speaking Fluency

Analysis of responses pertaining to the impact of online gaming on speaking fluency revealed notable trends and patterns. Parents reported observations of improvements in their children's verbal communication skills, including boosted confidence and enhanced fluency.

5.3.4. Vocabulary Acquisition and Pronunciation

Parents' perceptions regarding their children's vocabulary acquisition and pronunciation skills following engagement with online gaming are explored. Insights into how online gaming contributes to the expansion of vocabulary and refinement of pronunciation have been discussed.

5.3.5. Balancing Online and Traditional Games

A key theme from the survey is parents' recognition of the importance of balancing online gaming with traditional forms of play. Understanding how parents perceive the

integration of online gaming alongside conventional games in their children's leisure activities provides worthy insights.

5.3.6. Perceived Benefits and Concerns

Survey findings unveil a spectrum of perceived benefits and concerns associated with online gaming. Exploring these perceptions offers a defined understanding of how parents weigh the educational potential and possible risks of online gaming for their children's language development.

5.4 Cross Verification or Intersection of Research Findings (Triangulation of Data)

In an era marked by rapid technological advancements, the domain of education undergoes continuous evolution, with digital platforms offering innovative avenues for learning and skill development. Among these, online gaming emerges as a captivating domain with promising implications for language acquisition, particularly among adolescents navigating second language acquisition. This research is an illuminating exploration of the transformative potential rooted within online gaming environments, dissecting the intricate interplay between virtual immersion and linguistic prowess. This research is a journey to uncover the impact of online gaming on adolescent language development by synthesizing insights gleaned from in-depth interviews with students and survey data collected from parents. Through this interdisciplinary lens, the research findings unveil the dynamic synergy between digital engagement and linguistic empowerment while shedding light on the multidimensional pathways through which virtual gaming landscapes sculpt the linguistic paths of tomorrow's communicators.

5.4.1. Transformation in Communication Patterns

Both interviews and survey results highlighted a significant transformation in communication patterns among L2 students engaged in online gaming. Participants in the

interviews and parents in the survey observed improvements in speaking skills, vocabulary acquisition, and verbal fluency among children who actively participated in online gaming environments. It suggests a consensus regarding the positive impact of online gaming on linguistic development.

5.4.2. Importance of Balanced Gaming Experiences

Both sets of data emphasize the importance of a balanced approach to gaming, integrating both online and traditional gaming experiences. While online gaming is acknowledged for its efficiency in enhancing language skills, parents expressed a desire for comprehensive skill development and advocated for a balance between online and traditional gaming. This recognition underscores the need for diverse gaming experiences to optimize language development effectively.

5.4.3. Multifaceted Language Skill Enhancement

The synthesis reveals that online gaming contributes to multifaceted language skill enhancement beyond speaking proficiency. Both parents and participants noted improvements in writing, listening abilities, accent refinement, and comprehension of various accents. This all-inclusive development suggests that online gaming is a versatile platform for developing comprehensive language skills among L2 students.

By incorporating insights from both interviews and survey results, it becomes evident that online gaming offers a dynamic and engaging environment conducive to enhancing language skills among L2 students. They also stress the importance of balance and comprehensive skill development, while participants and parents acknowledge its effectiveness in improving speaking proficiency and vocabulary acquisition. This integration underscores the potential of online gaming as a supplementary tool for language learning, provided it is integrated thoughtfully alongside traditional gaming experiences.

5.5 Conclusion

Both studies and a survey indicate online gaming benefits L2 students' linguistic development, enhancing confidence, fluency, vocabulary, and pronunciation. Parents noticed enhanced communication skills and confidence in children from online gaming. They emphasized the need for a balance between online and traditional games for overall skill growth.

Online gaming benefits language acquisition: a holistic approach fosters linguistic skills, optimizing educational potential while ensuring well-rounded language development in the digital age.

Chapter 6: Conclusion

6.1 Introduction to Online Gaming in Language Learning

Technology in education revolutionized traditional teaching, especially in language education. Digital tools like online gaming offer extraordinary opportunities for enhancing linguistic skills and proficiency.

This study explores how online gaming can improve speaking fluency in L2 students. Online gaming offers various language benefits, aiding L2 learners. Educators can enhance student success in a digital world through online gaming and a balanced approach. Online gaming boosts language skills for L2 students.

Main Points of Consideration

Participant demographics, gameplay experiences, and language proficiency levels are crucial in understanding the impact of online gaming on speaking fluency. Integrating qualitative narratives with quantitative data offers a comprehensive understanding of online gaming's transformative potential in language education. A balanced approach incorporating both online and offline activities is essential for effectively optimizing language development.

6.2 Unveiling the Potential of Online Gaming

Once primarily associated with entertainment, online gaming has evolved into a multifaceted tool with profound implications for education. Its indulgent environments, interactive features, and dynamic gameplay mechanics provide a fertile ground for language practice and skill development. This research explores the distinct impact of online gaming on the speaking fluency of L2 (second language) students. It finally sheds light on its transformative potential within language education.

6.3 Bridging Virtual Worlds and Language Acquisition

Online gaming oversteps traditional language learning methods by seamlessly integrating language practice into engaging gameplay experiences. Participants are involved in virtual environments where linguistic challenges abound. Therefore, they navigate through complex narratives while collaborating with peers in real-time communication. This seamless incorporation activates the development of speaking fluency among L2 students in ways previously unimagined through this seamless incorporation.

6.4 A Comprehensive Study: Understanding the Dynamics

Study explains link between online gaming and speaking fluency. By analyzing demographics, gameplay, and language proficiency, this research reveals how online gaming impacts language learning. This study offers insights for educators and policymakers on vocabulary acquisition, pronunciation, and communication in gaming communities.

6.5 Unveiling Notable Improvements: The Power of Engagement

The study shows participants' improved speaking fluency through online gaming. The researcher found that online gaming boosts participants' confidence, fluency, vocabulary, and pronunciation skills through firsthand accounts and qualitative analysis. Participants have emerged with newfound linguistic prowess sharpened through the immersive experiences of online gaming. They conquered language barriers in virtual worlds.

6.6 Harnessing the Interactive Nature of Gaming: Real-Time Communication

Online gaming enhances language learning with real-time communication. Participants skillfully navigate complex linguistic settings during verbal exchanges in gaming communities. They enhance speaking and listening skills through informal conversations,

coordination, and gameplay. Educators can enhance language skills using interactive gaming.

6.7 Advocating for Inclusive Education: Bridging the Digital Divide

Advocating inclusive practices bridges the digital divide. It ensures equitable access to education. Online gaming, on various platforms, can democratize language learning, empowering students from all backgrounds. Teachers foster linguistic growth and empower students by creating inclusive tech-driven learning environments for success in a globalized world.

6.8 Insights from Participant Demographics

In this study, interviews were conducted with 58 students aged 16 to 17, predominantly composed of females. While these students varied in their levels of engagement with online gaming, they exhibited an advanced level of English proficiency. Their familiarity with online gaming, spanning approximately five years, indicated substantial exposure to virtual environments.

6.9 Impact of Online Gaming on Speaking Fluency

The interviews revealed several notable improvements in the participants' speaking fluency, attributed to their engagement with online gaming:

Participants gained speaking confidence through interaction in online gaming communities, which boosted self-assurance. Regular player interactions enhance spoken English fluency by providing practice to sharpen conversational skills and improve communication.

6.10 Expansion of Vocabulary and Improved Pronunciation

Participants in the research have highlighted the positive impact of online gaming on their vocabulary acquisition and pronunciation skills:

Engagement in multiplayer role-playing games and strategy games exposed participants to new words in context, facilitating the expansion of linguistic knowledge. Active participation in verbal conversations during gaming sessions enabled practice and refinement of pronunciation, resulting in noticeable improvements in spoken English proficiency.

6.11 Preference for Multiplayer Role-playing and Strategy Games

Participants have expressed their strong preference for multiplayer role-playing games and strategy games with communication features:

These gaming genres catered to participants' entertainment preferences and served as effective platforms for language practice. The interactive nature of these games encouraged collaborative communication among players, fostering an environment conducive to language learning and skill development.

6.12 Active Engagement in Verbal Conversations

A noteworthy finding was participants' active engagement in spoken conversations during online gaming sessions:

Real-time interaction allowed for dynamic and interactive practice of speaking and listening skills. This practice has significantly improved spoken English and enhanced comprehension and response to spoken language cues.

6.13 Perceived Benefits of Online Gaming for Language Practice

Participants strongly believed in the effectiveness of online gaming as a tool for language practice:

They perceived online gaming environments as more enjoyable and effective than conventional language learning methods because they provide a stimulating and engaging platform for language practice.

6.14 Overall Impact on Learning Experience

The interviews revealed a significant and positive impact of online gaming on the speaking fluency of L2 students aged 15 to 20:

Participants reported improvements in confidence, fluency, vocabulary, and pronunciation. They've credited online games for enhancing their engagement with language learning.

The preference for multiplayer role-playing and strategy games with communication features underscores the potential of online gaming as an effective tool for language practice.

6.15 Transformative Potential of Online Gaming

This research has proved that online gaming is a dynamic and indulgent platform for language practice. It offers hypnotic environments that enhance participants' speaking fluency. The preference for multiplayer role-playing and strategy games underscores the potential of these genres as practical tools for language learning. So, participants actively engage in verbal exchanges within gaming communities, exploring virtual worlds rich in contextual vocabulary, which fosters lexical growth and pronunciation refinement.

6.16 Insights from Parental Perspectives

Parental observations and perceptions regarding the impact of online gaming on their children's linguistic development offer compelling evidence of its positive influence, echoing the study's findings. Parents have highlighted the remarkable improvements in various aspects of their children's language proficiency, attributed to their engagement with

online games through detailed accounts and qualitative analysis. Not only have children exhibited enhanced speaking skills, but they have also demonstrated improvements in writing abilities, listening comprehension, vocabulary acquisition, and overall confidence levels. These observations underscore the transformative potential of online gaming as a benchmark for comprehensive linguistic growth.

In short, parental observations provided valuable insights into the impact of online gaming on children's linguistic development. Parents play a crucial role in maximizing the educational potential of gaming experiences by recognizing the benefits of online gaming while advocating for a balanced approach. Through collaborative efforts between parents, teachers, and children, we can create nurturing environments that foster linguistic growth and empower students to succeed in the digital age.

6.17 Impact of Online Gaming on Speaking Fluency

The interviews unveiled notable improvements in the participants' speaking fluency, attributed to their engagement with online gaming:

Participants reported boosted confidence in speaking due to interactions within the gaming community, as the immersive nature of online gaming provided ample opportunities for verbal communication. Regular interactions with other players facilitated the enhancement of spoken English fluency, serving as effective practice grounds for sharpening conversational skills, expanding linguistic expressions, and improving communication fluency.

6.17.1. Expansion of Vocabulary and Improved Pronunciation

Participants highlighted the positive impact of online gaming on their vocabulary acquisition and pronunciation skills:

Engagement in multiplayer role-playing games and strategy games exposed them to various new words in context. It has facilitated the expansion of linguistic knowledge.

Moreover, active participation in verbal conversations during gaming sessions enabled practice and refinement of pronunciation, which ultimately led to noticeable improvements in spoken English proficiency.

6.17.2. Preference for Multiplayer Role-playing and Strategy Games

Participants expressed a strong preference for multiplayer role-playing games and strategy games with communication features:

These gaming genres catered to their entertainment preferences and served as effective platforms for language practice.

The interactive nature of these games encouraged collaborative communication among players, fostering an environment conducive to language learning and skill development.

6.17.3. Overall Impact on Learning Experience

The interviews revealed a significant and positive impact of online gaming on the speaking fluency of L2 students aged 15 to 20:

Participants reported improvements in confidence, fluency, vocabulary, and pronunciation, crediting online games for enhancing their engagement with language learning.

The preference for multiplayer role-playing and strategy games with communication features underscores the potential of online gaming as an effective tool for language practice.

6.17.4 Triangulation of Data: Synthesizing Insights

This research combines data from interviews and surveys to show how online gaming can improve language skills among L2 students. Qualitative narratives and quantitative data combine to show online gaming's impact on linguistic proficiency.

6.17.5 Implications for Education and Future Directions

Online gaming improves language skills through real-time interactions, aiding fluency, vocabulary, pronunciation, and communication in children and L2 students. It advocates for integrating online gaming with traditional educational methods to create balanced, inclusive learning environments. Online gaming aids language learning by providing an engaging platform for linguistic proficiency.

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Appendices

Interview Questions (Teachers)

Q: How do you perceive the influence of students' engagement with online games at home on their speaking fluency in English?

Ans: Most participants agree that students' engagement with online games at home positively influences their speaking fluency in English. They think these games offer chances for conversation practice and learning new words.

Q: In your experience, what types of online games do students commonly engage with outside the classroom, and how do these games potentially affect their speaking skills?

Ans: Participants noted that students commonly play multiplayer online games and role-playing games. Playing these games can enhance speaking skills through communication with others, fostering spontaneous English conversations in different contexts.

Q: Have you noticed any differences in speaking fluency between students who regularly play online games at home and those who do not? If so, what observations have you made?

Ans: Students who play online games frequently exhibit better speaking fluency than non-players. The students are confident and fluent in verbal communication due to frequent English practice and interaction.

Q: Do you believe there are specific online games or platforms that are particularly beneficial for developing students' speaking skills outside of school hours? If so, which ones and why?

Participants highlighted specific games and platforms, such as Minecraft and language-learning apps like Duolingo, as particularly beneficial. These tools enhance speaking skills through interactive practice in engaging environments.

Q: Have you encountered any challenges or concerns related to students' excessive engagement with online games at home impacting their speaking fluency or overall language learning progress?

Some participants worry gaming may distract from structured learning. They fear it could hinder language learning progress if not managed well.

Q: How do you collaborate with parents or guardians to support students in balancing their time between online gaming and language learning activities at home?

Participants help parents create balanced routines for gaming and language learning. They emphasise monitoring gaming time and encouraging productive use of online games for language development.

Q: How do you collaborate with parents or guardians to support students in balancing their time between online gaming and language learning activities at home?

Participants consistently collaborate with parents to help students balance gaming and learning. They recommend setting gaming limits, use educational games for balance in student routines.

Q: What advice would you offer to parents or caregivers regarding the role of online games in supplementing students' language learning and promoting speaking fluency outside of the classroom?

Participants advise parents to view online games as a supplementary tool for language learning. They suggest choosing games that encourage communication in

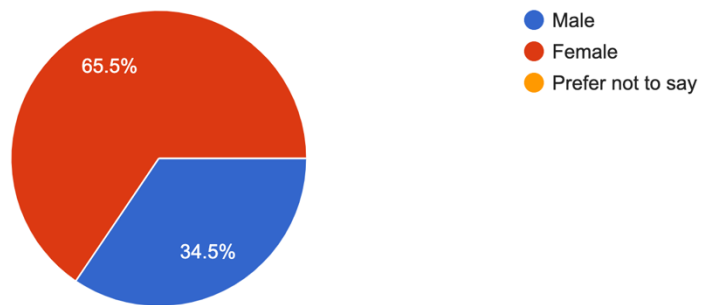
English and setting clear boundaries on gaming time to maintain a balance between fun and educational activities.

Questionnaire Results (Students)

Students aged 15-18

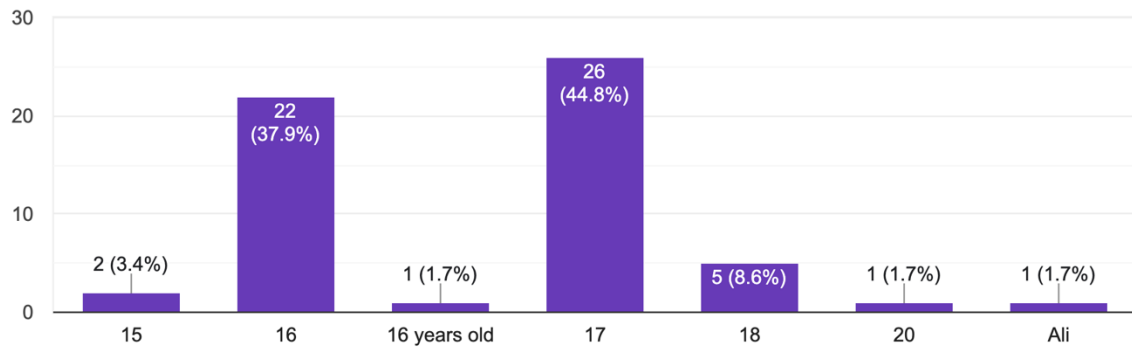
Gender

58 responses



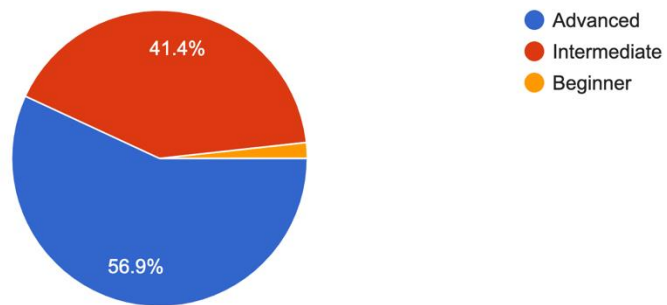
Age

58 responses



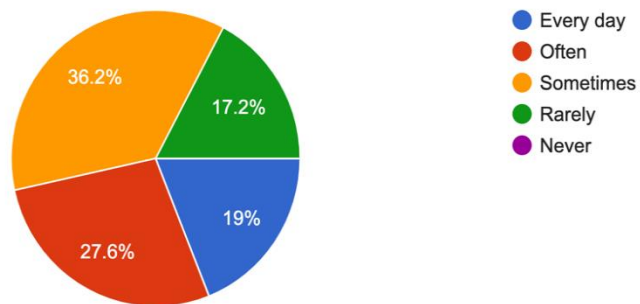
Current English Proficiency Level:

58 responses



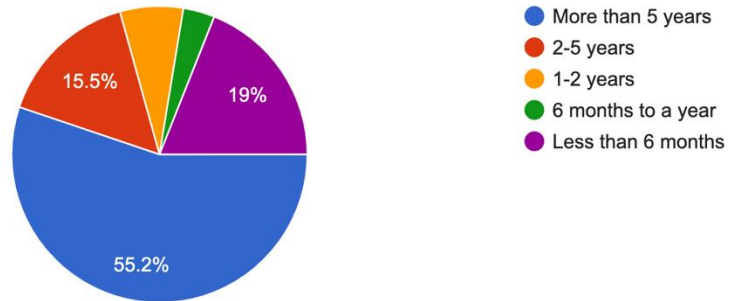
How often do you play online games?

58 responses



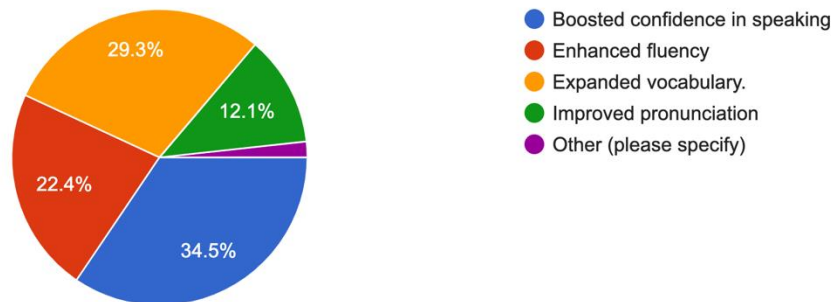
How long have you been involved in online gaming?

58 responses



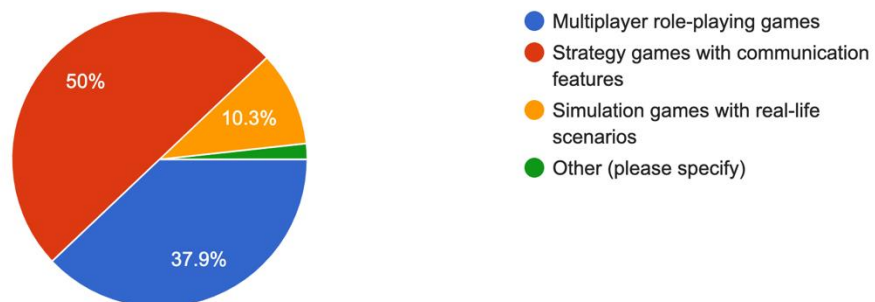
In your opinion, how has online gaming influenced your English speaking skills

58 responses



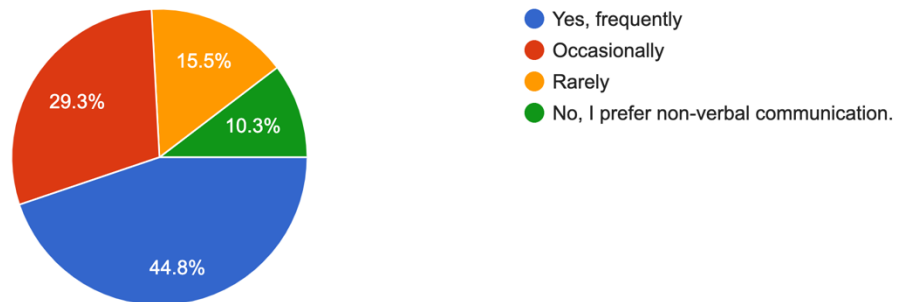
What types of online games do you find most beneficial for improving your speaking?

58 responses



Do you actively engage in spoken (verbal) conversations with other players during online gaming sessions?

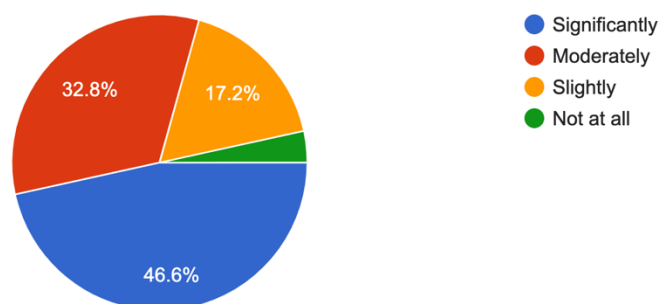
58 responses



Do you think online gaming provides a more enjoyable and effective environment for language practice compared to traditional methods? Why or why not?

To what extent do you believe online gaming has positively impacted your overall language learning experience?

58 responses



Q: Have you noticed any specific language skills that have improved because of online gaming (e.g., listening, speaking, vocabulary)? Explain.

Ans:

1. Vocabulary
2. Yes
3. Not really
4. Yes, listening, Spanish, French, English
5. Yes
6. All
7. Yes, my Arabic language and a bite English course you're talking with a lot of people all over the world and communicating with others and the most language that is spoken is English
8. Only my English speaking and writing
9. Listening
10. speaking
11. Games use visuals and dialogue to repeatedly expose you to new vocabulary words and phrases in an engaging way.
12. Vocabulary, speaking
13. No
14. Speaking

15. In my experience using online games helped boost my confidence and my listening skills it helped me understand people more and connect to them.

16. In terms of vocabulary the sharing of vocabulary words will help me expand my knowledge.

17. Vocabulary and listening

18. Speaking, listening

19. Vocab

20. Sometimes

21. vocabulary

22. Speaking

23. Vocabulary Acquisition

24. Yes, my vocabulary and accent has significantly improved since I started gaming.

25. Yes, my listening and speaking has gotten more developed

26. Vocabulary and speaking

27. Speaking for sure.

28. My vocabulary

29. Listening, speaking, and some vocabulary.

30. By listening to people language and speaking

31. When playing online games, it generally improves all language skills be it listening (whenever they give instructions), speaking (when communicating with other fluent speakers) and vocabulary when you read new unfamiliar words in the game.

32. No

33. Yes, online gaming can notably improve spontaneous conversational skills, vocabulary, and listening comprehension.

34. listening

35. No because i click mute for every player

36. Listening to other people opinions and ideas.

37. My speaking power

38. Online games have improved my vocabulary.

39. vocabulary, that is because people I've played with would often use advanced vocabulary that I would learn and use.

40. Vocabulary, since certain games are set in differentiating time periods, it's interesting to analyze the dialogue and their ways of speaking, using it in real life situations like essays, and expanding vocabulary.

41. Online gaming improved my listening skills through voice chats, enhanced my speaking skills with real-time communication,

42. expanded my vocabulary with game-specific jargon, and boosted my cultural awareness by interacting with diverse players.

43. Listening, when you listen to what you are supposed to do you get more and more advanced in English

44. Yea English

45. Expanded vocabulary and enhanced fluency.

46. Online games have improved my speaking power.

47. Yes, speak fluently with people

48. All of the above have significantly improved how I talk English with my friends and family and the primary reason is that in these online games, English is the primary language. For example, I communicate between other people from other countries. Seeing language in context helps words stick better than traditional memorization

49. Yes, it improved my accent and expanded my vocabulary in speaking English.

50. Yes, in listening and speaking because i talk in English mostly

51. Yes speaking

52. The ability to understand foreign accents with greater ease.

53. Listening, since I listen to other characters

54. Communication skills.

55. Vocabulary, when a character says something, I don't understand I become curious and I search up the meaning which enriches my vocabulary.

56. I noticed my speaking has improved

57. My listening and speaking powers are better now.

58. I have noticed an improvement in speaking and vocabulary since I started playing video games which I communicated nonverbal communication.

Q: Do you think online gaming provides a more enjoyable and effective environment for language practice compared to traditional methods? Why or why not?

Ans:

1. Yes
2. For younger kids maybe because it's their intention
3. Yes, because it helps us understand and learn in a fun way while communicating with them
4. Of course,
5. Online gaming can offer an enjoyable language practice environment due to real-time communication and collaboration. Players often engage in conversations, enhancing language skills through interaction. However, effectiveness depends on the individuals' preferences and learning style, as traditional methods also offer structured lessons and focused practice.
6. Yes, it's a different way of learning
7. Yes, they do, because the more the fun the game is the more the people will play and learn from it.
8. Yes
9. Yes, because it helps us understand better and it does not make us feel bored that video games have a profound impact on language learning. The areas of most benefit were vocabulary and pronunciation. As a form of highly desirable entertainment, video games provide a positive and motivating atmosphere, which is perfect for adopting a foreign language.
10. No
11. Yes, since we get exposed to different people with different language skills and vocab

12. Yes, online gaming will provide information in a way the student will enjoy it and make it more memorable.
13. Yes, they can be used for learning as well as provide a fun engaging environment
14. Yes, it helps to interact with more people that has different languages
15. I believe it does. Online gaming exposes you to different vocabs from all around the world. Either it be a multiplayer game or just a normal game with characters that interact with each other.
16. No because is not healthy
17. Yes, because it's a way that would keep kids/students interested no more eager to learn
18. Yes, thoroughly communicating with other personal side you get engaged in the game and start to talk fluently.
19. Games provide a fun way to repeat new words and phrases until they stick
20. Yes, it does, because you meet bunch of other people online with different traditions and cultures which may benefit you in the future
21. Yes, because it's more fun than the traditional way and help us to enjoy learning more than being bored
22. Enjoyable but not preferred because it's addictive
23. Yes, because it can keep the student hooked if such method was used correctly.
24. Yes, because online games are more the having fun in your boring time it gives joy and happiness
25. Yes, it improves the speaking skills and improve the vocabulary
26. Online gaming provides a much more enjoyable and effective environment for studying. Mainly because students are energetic and young kids, they would need to release this energy in one way or another. And it's more beneficial to release it in

a way that helps them learn. Another reason is attention span and the way information sticks to your brain. Most people have a hard time just sitting and listening to the teacher talk and information goes all over their head, so it's useless and using the new information in a creative way helps in understanding the subject at a deeper level.

27. Yes, online gaming can be more enjoyable for language practice due to real-time communication and interaction, making it dynamic and engaging. The effectiveness may vary, but it offers a unique and immersive learning experience.
28. Yes, it provides a more enjoyable and effective environment as you spend more time on it than traditional methods.
29. Yes, because you get to understand the language from native speaker perspective. It depends on the person, for me I don't mind either way is affective and helpful.
30. It really depends on the game played but generally I think it doesn't compare to traditional methods.
31. Yes, because it feels much more rewarding and engaging
32. I prefer traditional methods because it helps more and not lots of people play online games
33. Yes, a person loves to have fun and video games make a lot of people happy
34. Yes, as it offers a subconscious way of learning.
35. Yes, it is, when you enjoy something with people of another language, you will become interested in learning their language and you can learn English from them
36. Yes, it helps the person to have and communicate and command people
37. Yes, because they are talking like an English word and more things
38. Yes, because you're learning about new stuff and new vocabulary at the same time without noticing, also because while you're having fun and playing your favorite

online games your also learning new words and improving your accent and etc. but traditional methods can get boring or not interesting as much especially when you're a kid.

39. Yes, since they have the person would be more attentive. Although it might be more enjoyable, it is not as effective as traditional teaching methods as it doesn't allow the learner to fully grasp concepts of language.

40. No, old is gold

41. I think online gaming can be a fun and effective way to practice language skills. When playing games online, you often need to communicate with other players, whether through text chat or voice chat. This provides an opportunity to practice speaking, listening, and even writing in a more interactive and engaging way. Plus, gaming can be a motivating factor that keeps you engaged and wanting to communicate with others.

42. Yes. Online Games are more engaging for teenagers, especially who are already bored of old traditional ways. Although it is fun and it improves language skills, I don't believe that it is as effective as traditional methods because it doesn't focus on extending vocabulary and using formality but it uses slangs more.

43. Online gaming can indeed provide a more enjoyable and effective environment for language practice compared to traditional methods for several reasons: For example, online gaming often involves interacting with players from around the world, providing real-time opportunities to practice language skills in a dynamic and immersive environment.

44. Yes, online games are enjoyable

45. Yes, I enjoy online games

46. Of course, online games are amazing

47. I love playing online games

48. Online games are good but it's an addiction

49. Yes, I like online games but sometimes these games are wastage of time

50. I love online games, for sure!

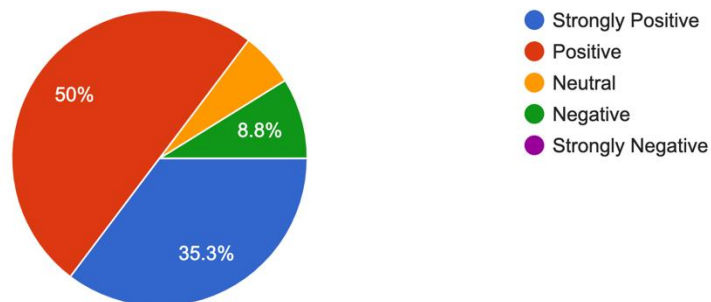
51. Yes, online games have improved my English

52. Certainly, online games have developed my listening and speaking powers.

Survey Results: Parental Perspectives

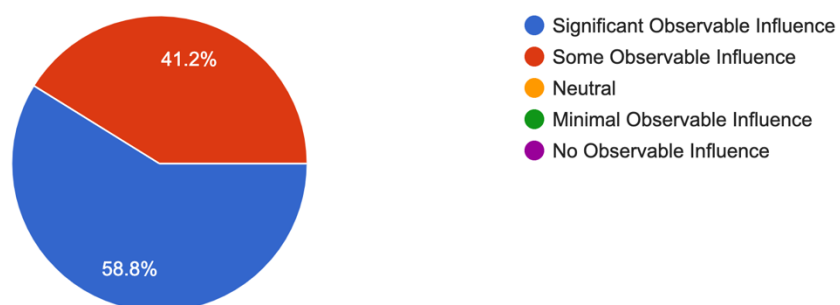
How do you perceive online games effect on your child's speaking skills?

34 responses



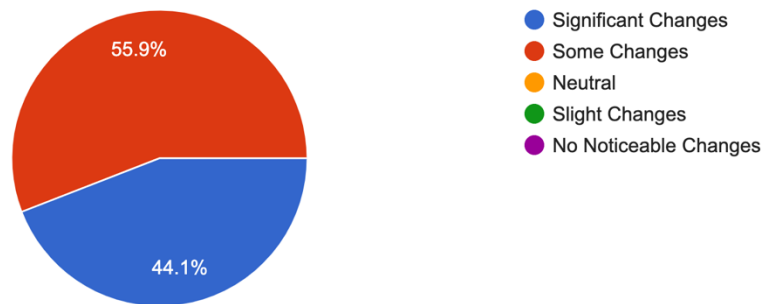
Have you noticed any particular vocabulary terms that your child has acquired from playing online games?

34 responses



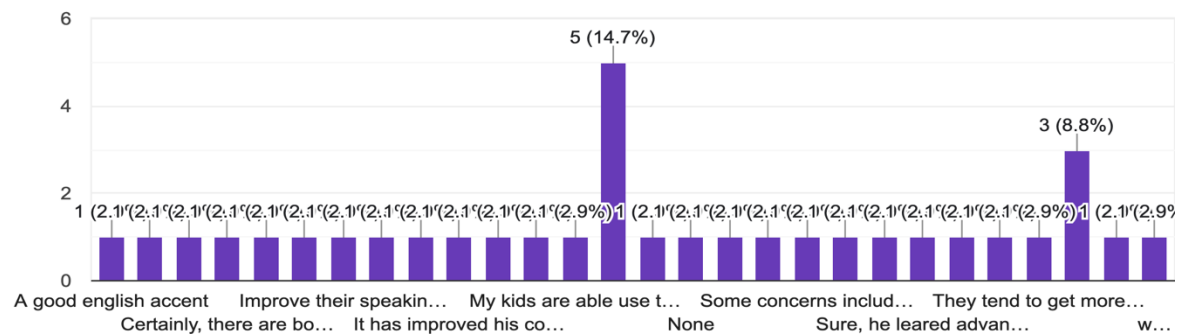
Have you observed any changes in the way your child's communication patterns since their engagement with online games?

34 responses



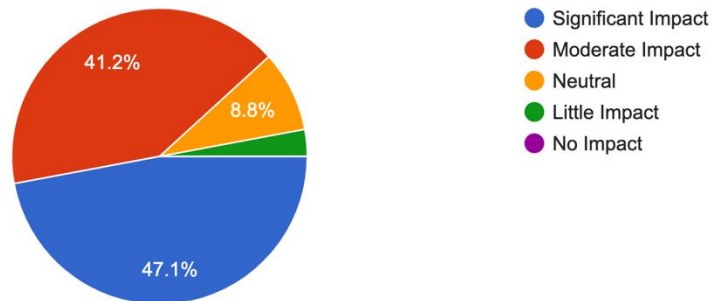
Are there any concerns or positive aspects related to your child's speaking skills that you attribute to their exposure to online games?

34 responses



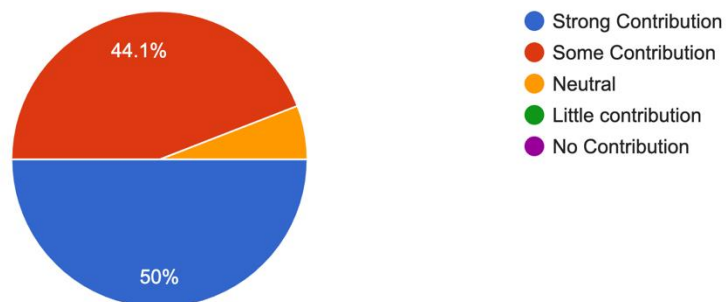
To what extent have online games affected your child proficiency in engaging in conversations?

34 responses



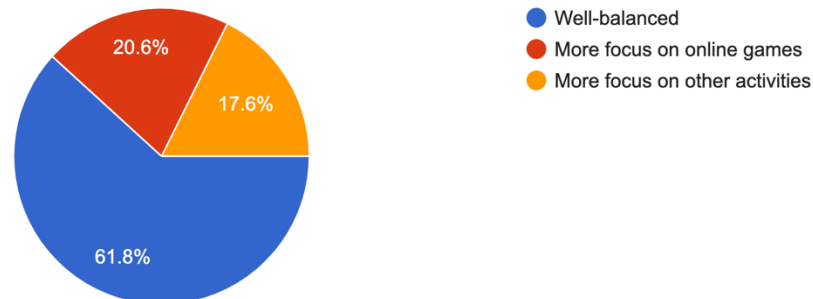
How can you assess the contribution of online games to your child's verbal communication skills?

34 responses



How do you balance the use of online games with other activities that might contribute to your child's verbal communication development, such as reading or traditional games?

34 responses



Q: In your own words, describe how your child's language skills have improved since they started playing online games.

34 Responses

Ans:

1. Learnt new vocabulary words.
2. Engaging in online games can enhance my child's language skills through various means.
3. Regular interaction with in-game text, communication with other players, and exposure to diverse vocabulary contribute to improved reading and verbal abilities. Additionally, the need to follow game instructions and strategize fosters cognitive development, positively impacting overall language proficiency.
4. The accent is better, and they are using different ways to make Xpress themselves
5. It helped my son to improve on his vocab skills.
6. The international aspect of online gaming has also had a positive impact. My child frequently interacts with players from various countries and backgrounds, leading

to exposure to different accents and languages. This exposure has broadened their linguistic horizons, increased their cultural awareness, and improved their ability to adapt to diverse communication styles.

7. It has been impactful and children are more interested to learn as games make them spend more time with studies. They also tend to challenge themselves with to improve even more.
8. I have noticed that his listening skills is improved significantly. He became able to understand English conversations much more than before.
9. I can say that my child is using some new terminology and the way he pronounced it is the same of what being said in online. There's a positive and negative impact which my child acquired. Positive: acquiring new terms and speaking it properly as he tried to imitate the voice in the computer, speaking skills developed. Negative: these terms acquired is not essential nor being use in daily conversation.
10. As they joined to the online games their language began to change and got improved by time.
11. Alot, informative too especially vocabularies.
12. His love to video games improve our conversation subjects.
13. It has evolved significantly.
14. Not improved he prefer not to speak.
15. It provides them with new and genuine real-world vocabulary.
16. Little bit
17. It develops a lot
18. They are able to communicate easily and use new terminologies
19. By communications with other peers from all around the world
20. It's perfect

21. A little bit
22. It has improved a lot
23. New words, terms and nouns
24. Certain games require communication with teammates
25. A child masters everything that loves
26. It has significantly improved my child's speaking fluency
27. My child has improved pronunciation of words.
28. Certainly! Since my child started playing online games, I've noticed a significant enhancement in his language skills. He has become more articulate and demonstrated an expanded vocabulary and improved sentence construction. The interactive nature of gaming has encouraged him to communicate effectively with other players, both verbally and through written messages. Additionally, the exposure to diverse in-game scenarios has fostered a better understanding of context and distinct language usage. Overall, the gaming experience has positively contributed to my child's language development by providing an engaging platform for linguistic growth.
29. Positive aspects could include improved communication in multiplayer setting.
30. My child's grammar, accent and self-confidence has significantly improved ever since he started playing online games.
31. It helped improving speaking/listening but not writing as they learn shortcuts which isn't good.
32. The have got new different idioms and phrases that enhance their speaking, writing, and reading skills.

33. My child's speaking fluency of English language has improved significantly. He also became a fast reader especially when dealing with reading the instructions of the game thanks to much exposure to playing games.

34. I noticed that they are using advanced vocabularies, and they are speaking more fluently in English

Sentence building and syntax

In the course of engaging with online games, which skills has your child acquired?

34 responses

