



doi <https://doi.org/10.58256/6qmtcj38>

Research Article

Section: Literature, Linguistics & Criticism



Published in Nairobi, Kenya by
Royallite Global

Volume 5, Issue 2, 2024

Article Information

Submitted: 6th February 2024

Accepted: 31st March 2024

Published: 7th April 2024

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

Additional information is available
at the end of the article:

To read the paper online, please scan
this QR code:



How to Cite:

Khasawneh, M. A. S. (2024).
Investigating the use of video gaming
technologies in enhancing language
skills of FL students. *Research Journal in
Advanced Humanities*, 5(2). <https://doi.org/10.58256/6qmtcj38>

Investigating the use of video gaming technologies in enhancing language skills of FL students

Mohamad Ahmad Saleem Khasawneh

Special Education Department, King Khalid University, Saudi Arabia

Email: mkhasawneh@kku.edu.sa.

<https://orcid.org/0000-0002-1390-3765>

Abstract

The current globalized language learning system has been characterized by innovative learning methods. Among these innovative methods is the use of video gaming technological tools. Video gaming technological tools have proven to aid learners, including novices in learning any language of their choice. However, this work is dedicated to exploring the roles video games play tools in improving the language proficiency of foreign language students. Nevertheless, a mixed methodology was adopted in this study to achieve the main goal of this research. On the other hand, among the fifty-seven individuals who participated in this study, fifty-three of them were used for the quantitative survey, while the remaining four, participated in the interview. The findings of this study show that video games are great resources for language learning. The study uncovered that video games can be used as foundational language-learning material for those who are new to a particular language. In regards to the role video games play in language proficiency improvement, it was observed that video games help to develop various language skills of foreign language learners such as speaking and writing among others. These videos also motivate, create a conducive environment for language learning, engage, and enable language learners to learn language easily. Despite the factors that hinder the effective utilization of these video games, it was observed that some of these challenges are less than the benefits of using this tool. Apart from motivating and engaging the students, the potentials of the utilization of video games for language learning prove to be more effective when used as augmentative tools. Hence, the research recommends a proper integration of video games in the classroom by language teachers.

Keywords: video games, technology, foreign language learning



© 2024 The Author(s). This open access article is distributed under a Creative Commons Attribution (CC-BY-NC-SA) license.

Public Interest Statement

This study is dedicated to filling in this identified gap. Meanwhile, it is worth noting that video gaming technological tools include both the software and hardware parts of video games; which facilitate and enhance the main goal of the video games. However, the study only focuses on the virtual aspect of the video gaming technological tools; which is the video game itself. Meanwhile, video gaming technological tools and video games will be used interchangeably in this study.

Introduction

Early research on technological advancements in language education has acknowledged the roles of technological tools in language teaching and learning. These tools have made language easier and faster to learn for those who are encountering their target language for the first time. Meanwhile, conventional language learning is characterized by the use of written materials and classroom instruction. However, learners and language teachers are needed to teach students so that they can attain proficiency in the language of their choice. Most of the time, learners also learn new languages by mingling with those who speak the target language.

However, technological tools have provided a better and more effortless means of learning language. Not only do these tools, allow students to learn on their own without the presence of class teachers, the works of language instructors are made easier when they use technological tools in teaching their students. According to Al Arif (2019), technology provides language learners the chance to engage in real-life language learning experiences.

One of the technological tools that has proven to improve the language proficiency of learners is video games. Video games provide a multi-sensory experience that surpasses conventional language learning methods by engaging students in virtual environments where they may actively use and enhance their proficiency in the target language. As a pedagogical language method, Rudis & Poštić (2017) claim that this methodology captures motivation and students' attention compared to the conventional method.

The role video game technological tools play cannot be overemphasized. To begin with, these tools furnish students with authentic and contextualized language use scenarios, thereby facilitating their exposure to language in real-life situations. The provision of rich contextual information serves to connect theoretical language instruction with real-world language usage, thereby strengthening proficiency in vocabulary, grammar, and communication. In addition to improving one's linguistic proficiency, Casañ-Pitarch (2018) maintained video games foster the development of critical thinking and decision-making aptitudes.

1. Literature Review

Video game is just a language-learning tool. Its role in language learning goes beyond attaining language proficiency. Several researchers have affirmed that a typical language is characterized by pedagogical and logical features that serve to make individual proactive learners. On the other hand, exploring this research will further enhance the understanding of the main goal of this study.

1.1. Overview of Language Learning Method

Language, being a dynamic and complicated aspect of human communication, plays a fundamental role in cultural interchange, intellectual articulation, and social bonding. Individuals who want to surpass linguistic barriers and meaningfully interact with various societies undertake the pursuit of language competence as a journey. Many language learning approaches have thus far been invented, each of them offering a unique perspective on how learners can acquire the competencies necessary for effective communication in a foreign tongue.

Language training, especially for non-native speakers over a hundred years ago mostly adhered to the grammatical and translation approach. According to Byrnes & Gelman (1991), this method is a structured approach that deals with the issues of memory, translation tasks, and acquisition of grammatical principles. Even though Renau (2016) asserted that a specific technique formed the base for formal language instruction since being rapidly adopted it was supplemented.

In comparison to the grammatical-translation paradigm, Lăpădat & Lăpădat (2020) posited that the direct method advocated for learners having full immersion into the target language without translation. This approach focused on oral communication, common vocabulary, and situational contexts to replicate the natural processes of language acquisition that occur during early infancy as stated by Shafie & Mansor (2009).

In the mid-20th century, the audio-lingual method became very popular due to behaviorist learning theories. Moreover, Aprianto et al. (2020) mentioned that this approach was characterized by habit formation, repetitive routines, and patterned exercises; it mainly focused on oral awareness development and auditory comprehension skills. However, as educational theories evolved, teachers tried to find ideas that surpassed the narrow concept of linguistic ability to meet a larger goal: professional communication. Given this requirement, communicative language teaching (CLT) emerged as a methodology that proclaimed communication to be the essence of learning any new tongue. Newby (2006) further states that CLT motivates students to pay more attention to meaning and context faithfully than only to grammatical accuracy. This shift represented a dramatic move towards honing skills in the field of communicative fluency.

The modern context is home to a vibrant diversity of approaches to language learning that mirror differentiated peculiarities on the issue of how languages are obtained and cultivated, Nazarenko (2015). This epoch has reshaped the landscape of language learning. The coming up of mobile and online platforms has led to the introduction, of interactive personalized language which is accessible to all. Scholars have studied different elements of technological incorporations in language learning. These include the use of games for learning languages (including video games), social media in language learning, online platforms and applications (Galla 2009; Cahyani 2016; Li 2017; Xodabande 2017; Sari 2020; Guaqueta, C. A., & Castro-Garces 2018, Winaldo & Oktaviani 202).

1.2. Video Game as a Language Instructional Tool

Beyond the use of video games for fun and entertainment purposes, some video games have proven to facilitate language learning. As language learners constantly encounter difficulties in conventional pedagogical approaches, video games have surfaced as one of the language instructional strategies, providing learners with immersive learning environments, especially when it comes to the acquisition of foreign languages.

In recent times, there has been a surge in studies, initiatives, organizations, and publications that investigate novel applications of game-based technology in the context of learning (Da Silva 2014). According to Schlimme (2002), some simulation video games introduce players to novel phrases that are essential for success in the game. As noted by Soyoo (2018), the basic feature of video games which is 'simulation' makes it possible for the creation of virtual worlds that accurately replicate several facets of the actual world, including business, healthcare, and daily existence. Within these virtual environments, players are confronted with scenarios that need proficient communication, efficient problem-solving, and astute decision-making. All of these skills rely on a comprehensive understanding of pertinent language and phrases. Nevertheless, game creators carefully include linguistic components into the gameplay, necessitating players to acquire and use these terms to advance and thrive in the virtual environment. However, this paves the way for a dynamic and immersive environment where players actively interact with language in settings that closely resemble real-life circumstances, unlike conventional language training techniques, Coffey (2009)

The incorporation of language learning into gaming not only improves linguistic abilities but also strengthens the correlation between language use and real-life scenarios. A study by Johnson et al. (2004) revealed how video games improved the communication skills of those learning the Arabic language. The study's findings demonstrated that the software effectively facilitated the acquisition of communication skills in challenging languages, such as Arabic, even for learners with low levels of confidence. On the other hand, research by Turgut, Y., & İrgin (2009) on learning English through computer games, discovered that video games are effective for acquiring subskills, particularly vocabulary and pronunciation. A similar study by DeHaan (2005) claimed that the inclusion of complex contextual information in video games enhances comprehension of language usage beyond the simple memorization of grammatical and vocabulary rules.

The interactive aspect of video games fosters active engagement and critical thinking, necessitating players to strategically use language to overcome problems presented in the game. Analyzing video games in language education from the cognitive point of view, Shaffer et al. (2005), argued this the interactive involvement not only improves language abilities but also stimulates cognitive functions such as analytical reasoning, making choices, and devising strategies. Video games provide a comprehensive method for language acquisition that goes beyond only linguistic skills and includes wider cognitive and communicative capabilities, Soyoo (2018).

Video games also serve as a motivator for language learners. A study by Richtoff & Persson (2022) reveals that playing video games at home motivates students to learn the English language. Meanwhile, the reward systems implemented within video games are meticulously crafted to leverage psychological mechanisms, including the pursuit of accomplishment, challenges, and the need for acknowledgment. They improve the entire gaming experience and motivate players to remain involved with the game by fostering a feeling of advancement, achievement, and pleasure.

1.3. Insights on Roles of Video Games in Language Proficiency Improvement

Video games offer language learners the opportunity to acquire necessary language proficiency with ease. According to Da Silva (2014), video games provide avenues for the enhancement of both receptive and expressive skills (specifically, reading and listening) as well as speaking and writing. Players are exposed to novel vocabulary even during interactions with non-playable characters (NPCs) in video games.

On the other hand, the multimedia components included in video games, such as graphics, sound, and even virtual reality, improve a wide range of language learners' proficiency. Video games featuring high-quality graphics offer learners immersive and visually stimulating environments. The visual elements present in the game not only contribute to its visual allure but also function as effective tools for language acquisition by providing contextual cues and strengthening vocabulary through the establishment of visual associations. By actively involving the visual senses, learners can enhance their vocabulary acquisition, foster a deeper understanding of contextual nuances, and cultivate a heightened sense of cultural awareness, Reinhardt & Thorne (2020).

DeHaan et al. (2010) conducted explored the auditory aspect of video games. The research analyzed the impact of interaction in a music video game on the ability to remember second language vocabulary. The scholarly also investigated whether video game involvement would enhance or impede the ability to notice and remember second language vocabulary. Findings from the research indicated that those who saw video games had a higher capacity to remember words compared to the actual players. In a similar study done by DeHaan (2005), the objective was to investigate the impact of video games on enhancing hearing and reading skills in the context of the Japanese language. The findings of his research demonstrated that video games have a positive impact on a learner's language acquisition. Furthermore, when a student engages

in game-based language learning, they effectively strike a balance between playfulness and educational objectives. Moreover, engaging in video games enhances learners' proficiency in auditory perception and understanding of written texts. DeHaan (2005) ultimately discovered that the repetition, contextual cues, controllability, and simultaneous presentation of auditory and written language in a video game all had a good impact on language acquisition.

Nevertheless, it can be argued that audio components, such as voiceovers, scores, and environmental noises, enhance the auditory aspect of language acquisition in video games. Students hear examples of natural speech patterns, including intonation and pronunciation. Additionally, the integration of visual and auditory elements in video games produces multimodal educational learning that captivates several senses concurrently. This comprehensive strategy seeks to accommodate a wide range of learning styles and interests. Research has shown that engaging many senses simultaneously may improve the ability to remember information and increase overall involvement. Video games provide learners with a more holistic language learning experience by activating their visual, aural, and perhaps kinesthetic skills.

1.4. Gap in the Literature

Several scholars have explored various aspects of video games regarding language learning. The majority of their works are centered on how gaming technological tools aid learners in learning a new language. Nevertheless, there is less scholarly work on the role these video games play in improving the language proficiency of foreign language students. As such, this study is dedicated to filling in this identified gap. Meanwhile, it is worth noting that video gaming technological tools include both the software and hardware parts of video games; which facilitate and enhance the main goal of the video games. However, the study only focuses on the virtual aspect of the video gaming technological tools; which is the video game itself. Meanwhile, video gaming technological tools and video games will be used interchangeably in this study.

1.5. Research Questions

- A. What are the perceptions of students and teachers on the integration of video games in foreign language learning?
- B. What are the roles of video gaming technological tools in improving the language proficiency of foreign language students?

2. Research Methodology

A. Research Design

The current study employed the utilization of a mixed research method. This research approach combines both qualitative and quantitative methods to provide a more comprehensive understanding of the research goal. Nevertheless, the quantitative aspect of this method was utilized to collate data on the first research question. On the other hand, the qualitative aspect was used to get insights from these respondents on the roles of video gaming technological tools in improving the language proficiency of foreign language students.

B. Population and Sample

The total population of this study is fifty-seven. However, these participants include twenty-three (23) foreign language teachers and thirty-four (34) foreign language students. The research participants were purposively selected from different locales; through various online platforms. Nevertheless, the criterion for selecting these respondents was mostly based on the utilization of video games in language pedagogy.

C. Research Tools

An online questionnaire was used to collate the quantitative data. This questionnaire was developed using Google Forms. However, it was tailored to the primary objective and research inquiries and was distributed through an online platform. Additionally, the qualitative data was gathered via email interviews. The purpose was to acquire a more profound understanding of the primary research inquiries and the components comprising the survey. An in-depth conversation was initiated with the four respondents in response to six open-ended interview questions that were in line with the research questions of the current study.

D. Data Analysis Procedure

For the data presentation, a column and pie charts were used to represent the responses of the research participants regarding the survey items that are contained in the first research question. Also, the responses of the respondents regarding the interview were presented using the table. The main objective for using the tabular form is to properly present the themes found in the responses of the participants.

3. Data Presentation and Analysis

The responses of the research participants regarding the survey items that are contained in the first research question are presented along with their analytical charts.

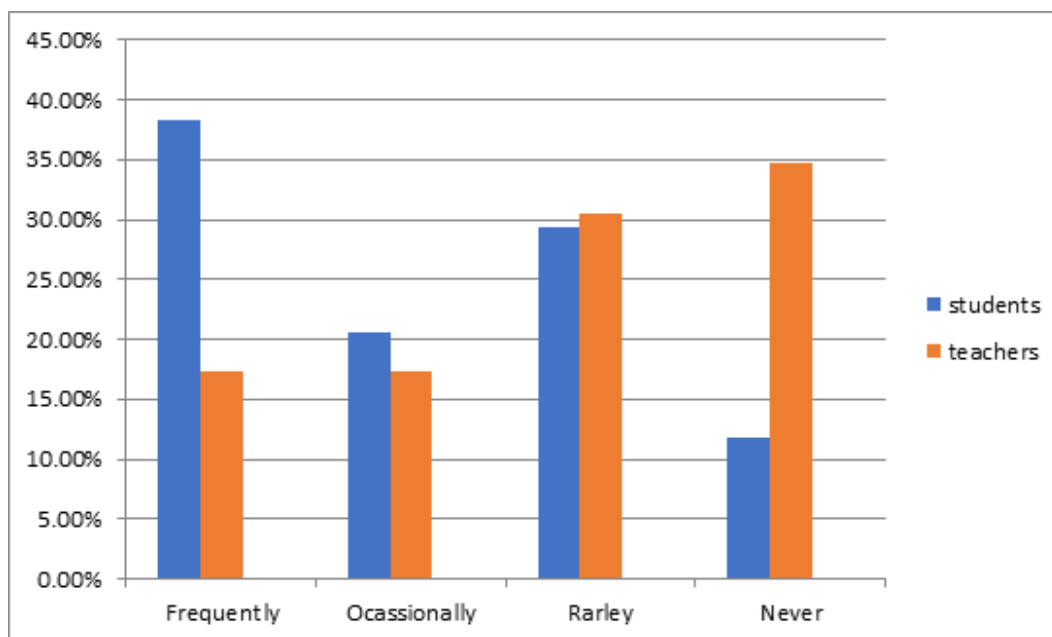


Fig. 1 How often do you use video games in language learning?

The above chart represents the responses of both foreign language students and teachers on the frequency of the usage of video games in language learning. However, from the chart, it can be observed that the population of students (38.24%) who frequently integrate video games in language learning is higher than that of the teachers (17.39). On the other hand, while there are higher responses (34.78%) among teachers regarding not using this tool, there is a lower response (11.76%) of responses among the students. These findings imply that the use of video games in foreign language learning is more rampant among language learners than language teachers.

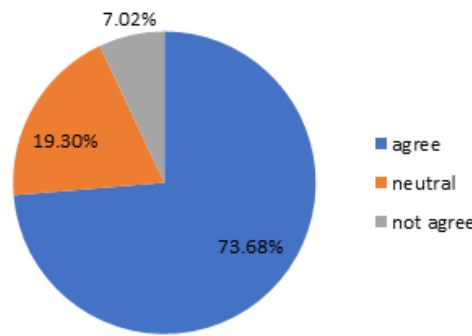


Fig. 2 Does playing video games make language learning easy?

The above table represents the second survey item which investigates whether video games make language learning easy. The findings from the chart reveal that the majority of the participants (73.68%) confirmed that using video games makes learning of language easy. On the other hand, a small portion of the participants (19.30) shared a neutral stance regarding this survey item. However, the remaining participants which constitute the least population (7.02%), did not agree that the utilization of video games can make language learning easy. Nevertheless, the result of these findings showed that video game is an efficient tool that language learners can maximize to learn the language of their choice with ease. This result which is also in tandem with the findings of Winaldo & Oktaviani (2022), provides a reason why language teachers should integrate this type of technology in language teaching since the result of the first item shows that teachers do not frequently integrate video games in language teaching).

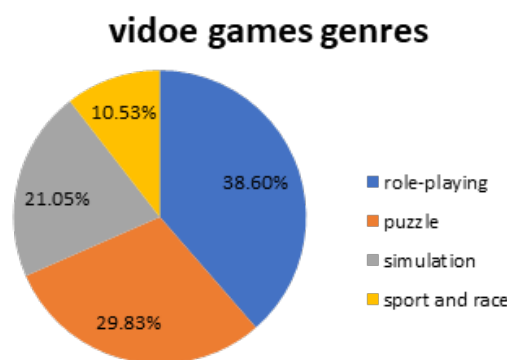


Fig. 3 Which genre of video game do you prefer for language learning?

The result from Fig.3 represents the genres of video games respondents prefer to use in language learning. However, it can be observed that the majority of the participants (38.60%) affirmed that they prefer to use role-playing video games in learning the language while 29.83% of the participants chose puzzles. On the other hand, 21.05% of the respondents prefer simulation video games while 10.53% which constituted a smaller portion of the participants proffered sports and race for language learning. These findings imply that the utilization of video games in foreign language learning can be influenced by learners' preferences.

Hence, a language learner may not like utilizing a video game in learning because there is no availability of his or her choice of video game.

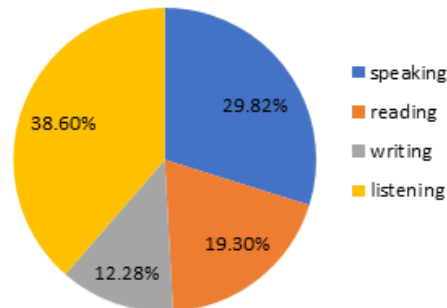


Fig. 4 Which language skills do video games improve the most?

The chart above represents the responses of the participants regarding the last survey item containing the first research question. Here, there is a high agreement that video games improve speaking skills. This is evident from the score which is 38.60%. On the other hand, 19.30% of the respondents affirmed that video games improve reading skills the most, compared to other language skills. Additionally, 12.28% of the participants confirmed that using video games improves writing skills the remaining participants, who constitute the larger portion of the population chose listening skills. Nevertheless, it is crucial to note that the effects of video games on language skills may differ significantly based on factors such as the genre of the game, the amount of linguistic sophistication, and the player's level of involvement with language components within the game.

3.1. Qualitative Result

Four participants; including two teachers and two students were selected from the research participants for further exploration of the roles of video games in improving the language proficiency of foreign language students. The two foreign language students (FLS 1 and FLS 2 respectively) along with the two foreign language teachers (FLT 1 and FLT 2 respectively) have extensive experience in the use of video games in language learning. Nevertheless, they were interviewed to share their opinions on the roles video games play in language proficiency improvement. Furthermore, their responses were presented and discussed thematically.

Table 1 Roles of Video Games in Language Proficiency Improvement

No	Theme	Sub-Theme	Examples
	Language proficiency improvement	<ul style="list-style-type: none"> - Writing - Reading - Speaking - Listening - Pronunciation 	I learn how to pronounce some difficult words through this game.
	Motivation	<ul style="list-style-type: none"> - Intrinsic - extrinsic 	The reward system in video games encourages students to be motivated to play more.
	Effectiveness	<ul style="list-style-type: none"> - Easy to understand - Positive language outcome 	Learn language easily, able to communicate with the native speakers
	Activities	<ul style="list-style-type: none"> - learner autonomy - Engagement - Task-based learning - Preparatory skill 	learn without teachers' guidance.
	Limitation	<ul style="list-style-type: none"> - Lack of awareness - Distraction - Learning style and preference 	Some teachers are not aware of this technology.

The table represents the themes and sub-themes generated from the responses of the four selected for the research interview. However, the themes developed include language proficiency, motivation, effectiveness, activities, and limitations.

A. Language Proficiency Improvement

As identified in the above thematic table, video games aid in improving the language proficiency of language students. However, the following extracts from the respondents show the level at which this technological tool helps students.

The video game is one tool that I like the most because of its ability to enhance language skills. For instance, I once played a video game where I was required to fill in the missing letters. When I get it correctly, the computer will have to pronounce the word. But if I don't get it, the word will not be pronounced. So, I learn how to pronounce some difficult words through this game... FLS 1

I believe that student's language proficiency is improved with video games. Nowadays, students learn more when they use informative technology. So when they use video games, there should be a level of improvement in their proficiency... FLT 1

B. Motivation

Another important role played by video games (which formed a theme in this research) is motivation. Motivation is a basic feature that is characterized by the use of every video game. In regards to language-learning video games, the research participants shared insights on how video games motivate them in their language-learning journey.

A relevant role video games play in language learning is motivation. For instance, the reward system in video games encourages students to be motivated and play more. When a learner wins a particular level in a game, he or she gets a reward; a coin or something related to it. With this, the learner is encouraged to continue learning through the video game... FLT 2

C. Effectiveness

The effectiveness of the use of video games was also acknowledged by some of the participants. Indeed, it might not be easy to develop language proficiency in other languages, but some tools, including video games have made it possible for one to attain fluency in any target language. As asserted by some of the respondents, video games are effective for improving one's language proficiency. The extractions below back up this finding.

I learn language easily with the use of video games. Not only did their tutorial phase help me to learn the basics of the language of my choice. If I want to communicate with native speakers of a particular language, all I need to do is play the videos constantly. With this, I can be able to communicate with native speakers... FLS 1

Based on my own experience, video games are very conducive to language acquisition and fostering students' self-assurance. Video games, for example, provide players with the opportunity to encounter a novel environment and face challenges. In addition, I think that video games foster achievement rather than failure...FLS 2

D. Activities

Video games are characterized by engaging activities. In education video games, learners are engaged with various tasks, just like the traditional classroom method. The essence of these tasks is to enable language learners to learn the necessary skills. Nevertheless, the following are the insights shared by the respondents regarding this.

The video games make it possible for me to learn a new language without teachers' guidance. Also, these games enable me to move from being a beginner to an intermediate language learner. For instance in, a video game, players must complete each level to progress to the next one... FLS 2

E. Limitations on the use of video game

An important issue in regards to the use of video games in language learning is factors hindering its effective usage. Despite being an important language learning tool, the potential of video games might not be fully utilized due to certain factors such as the availability of this technological tool, distraction, awareness of its potential among students and teachers, preference, and learning styles among others. Meanwhile, below are the insights shared by the respondents regarding this.

I believe that some teachers are not aware of this technology. A teacher who understands and is knowledgeable about the impacts of video games on language teaching and learning will not hesitate to

incorporate them into language teaching. Also, some learners may see video games as a distraction. You know, not all learners are comfortable using this type of technology to learn... FLT 2

I believe that some teachers shy away from integrating video games into language pedagogy. For instance, some might see it as a distraction, neglecting their beneficial aspect...FLT 1

3.2. Discussion

The current study aimed to explore the roles video games play in improving the language proficiency of foreign language students. Nevertheless, a mixed methodology was adopted in this study to achieve the main goal of this research. On the other hand, among the fifty-seven individuals who participated in this study, fifty-three of them were used for the quantitative survey, while the remaining four, participated in the interview. The findings of this study show that video games are great resources for language learning.

Nevertheless, the analysis of the first research question reveals that some video games serve as an educational tool, providing language learners with basic or foundational language proficiency. Nevertheless, an important observation made in the survey's analysis is the lesser incorporation of video games into classroom language by teachers. However, only the students integrate this tool into language learning. In light of this, it can be said that tool can be used as a foundational resource to learn any preferred language without total dependence on classroom instruction

One of the important roles of video games regarding language proficiency is their ability to improve the various language proficiencies of learners. Based on the findings of this research, video games enable learners to improve their speaking, writing, and reading among others. According to Winaldo & Oktaviani (2022), video games provide a contextually immersive setting for acquiring linguistic skills. In video games, players are fully engaged in virtual environments where they must travel and engage with people, objects, and situations. Contextual learning facilitates language comprehension and enables learners to comprehend the subtleties of language use in many scenarios, hence promoting a comprehensive knowledge of language. On the other hand, video games prove to motivate learners to efficiently learn the language. As asserted by Dörnyei (1990), motivation in language learning arises from the want to advance in the game, overcome obstacles, and accomplish objectives, resulting in a favorable and pleasurable learning encounter. However, learners can be motivated to learn language through video games because of the satisfaction and fun (intrinsic motivation) they derive from it. Also, they can be motivated because of the reward video games provide (extrinsic motivation).

Apart from motivating language learners, video games' dynamic and rewarding character effectively captivates learners' attention and maintains their involvement. The work of Ebrahimzadeh & Sepideh (2017) attested that there is a high level of engagement in language learning among learners who play commercial video games. The findings of the study also reveal that there is assured learners' autonomy. Here learners do not necessarily need the assistance of classroom teachers for language learning. On the other hand, Klimova & Kacet (2017) claimed that the tasks the various tasks found in video games foster prolonged engagement. A study by Al Arif (2019) revealed that learners are equipped with preparatory skills using video games. According to the work, language learners first face simple challenges which help to improve their basic language skills, and then progress to more challenging ones.

Generally, video games have proven to make language learning easy and fun for language learners. However, it is important to note that several factors can hinder the effectiveness of the use of these games in language learning. One challenge identified in the study is the lack of awareness among the teachers on the potential of video games. Parsayi & Soyooof (2018) also identified preference and learning styles as factors that hinder the effective utilization of video games in language learning. Video games may not be compatible with the desired learning method of every individual, which might impede their level of participation.

Additionally, certain individuals may have a preference for conventional classroom environments, printed educational materials, or well-organized language courses. Introducing video games may face opposition if it diverges from their established means of learning.

4. Summary

Video games can be fun, but some games have also been shown to help language learners learn languages. Video games have become popular as a way to teach languages because traditional methods of teaching are often hard for language learners. These games create engaging learning settings that are particularly beneficial for acquiring foreign languages. Meanwhile, the current study analyzed the roles of video games in language proficiency improvement. However, the findings revealed that video games can serve as foundational language-learning material for those who are new to a particular language. Also, video games help to develop various language skills of foreign language learners such as speaking, and writing among others. These videos also motivate, create a conducive environment for language learning, engage, and enable language learners to learn language easily. Nonetheless, the benefits of video games in language learning are numerous despite the identified challenges that hinder the effective utilization of video games in language proficiency improvement.

Funding:

This research was funded by the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 / 108 /45).

Acknowledgments:

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Large Research Groups under grant number (RGP.2 / 108 /45).

Conflicts of Interest:

The authors declare no conflict of interest.

Authorship and Level of Contribution

All authors contributed to the research of the literature, collection of data, analysis, and interpretation of the collected data.

References

- Al Arif, T. Z. Z. (2019). The use of social media for English language learning: An exploratory study of EFL university students. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 224-233.
- Aprianto, A., Ritonga, M., Marlius, Y., & Nusyur, R. (2020). The influence of using the audio-lingual method on students' speaking skills in Madrasah Diniyah Takmiliyah Awwaliyyah. *Aprianto, A., Ritonga, M., Marlius, Y., Nusyur*, 147-160.
- Byrnes, J. P., & Gelman, S. A. (1991). Perspectives on thought and language: Traditional and contemporary views. *Perspectives on Language and Thought. Interrelations in Development*, 3-27.
- Cahyani, A. D. (2016). A gamification approach to enhance students' engagement in studying language courses. In *MATEC Web of Conferences* (Vol. 58). EDP Sciences.
- Casañ-Pitarch, R. (2018). An approach to digital game-based learning: Video-games principles and applications in foreign language learning. *Journal of Language Teaching and Research (Online)*, 9(6), 1147-1159.
- Coffey, H. (2009). Digital game-based learning. *Learn NC*.
- Da Silva, R. L. (2014). Video Games as an opportunity for informal English language learning: Theoretical considerations. *ESpecialist*, 35(2).
- DeHaan, J. W. (2005). Acquisition of Japanese as a foreign language through a baseball video game. *Foreign Language Annals*, 38(2), 278-282.
- DeHaan, J., Reed, W. M., & Kuwanda, K. (2010). The effect of interactivity with a music video game on second language vocabulary recall.
- Dörnyei, Z. (1990). Conceptualizing motivation in foreign-language learning. *Language learning*, 40(1), 45-78.
- Ebrahimzadeh, M., & Sepideh, A. (2017). THE EFFECT OF DIGITAL VIDEO GAMES ON EFL STUDENTS' LANGUAGE LEARNING MOTIVATION. *Teaching English with Technology*, 17(2), 87-112.
- Galla, C. K. (2009). Indigenous language revitalization and technology from traditional to contemporary domains. *Indigenous language revitalization: Encouragement, guidance & lessons learned*, 167-182.
- Garland, C. M. (2015). Gamification and implications for second language education: A meta-analysis.
- Guaqueta, C. A., & Castro-Garces, A. Y. (2018). The use of language learning apps as a didactic tool for EFL vocabulary building. *English Language Teaching*, 11(2), 61-71.
- Klimova, B., & Kacet, J. (2017). Efficacy of computer games on language learning. *Turkish Online Journal of Educational Technology-TOJET*, 16(4), 19-26.
- Lăpădat, L., & Lăpădat, M. M. (2020). Teaching Foreign Languages: Between Tradition and Contemporary Synchronicity. *Revista de Stiinte Politice*, (68), 139-148.
- Li, V. (2017). Social media in English language teaching and learning. *International Journal of Learning and Teaching*, 3(2), 148-153.
- Nazarenko, A. L. (2015). Blended learning vs traditional learning: What works? (a case study research). *Procedia-Social and Behavioral Sciences*, 200, 77-82.
- Newby, D. (2006). Communicative language teaching. *ABF Fenner and D. Newby, Coherence of principles, cohesion of competencies theories and design materials for teacher education*, 17-26.
- Parsayi, F., & Soyooof, A. (2018). Video games: The interface between language learning and storytelling. *International Journal of Pedagogies & Learning*, 13(2), 103-118.
- Reinhardt, J., & Thorne, S. L. (2020). 17 Digital Games as Language-Learning Environments. *Handbook of game-based learning*, 409.

- Renau Renau, M. L. (2016). A review of the traditional and current language teaching methods.
- Richtoff, D., & Persson, G. (2022). Video Games' Effect on Language Learning Motivation.
- Rudis, D., & Poštić, S. (2017). Influence of video games on the acquisition of the English language. *Verbum*, 8, 112-128.
- Sari, I. F. (2020). Online learning for English language teaching. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, 1(2), 216-230.
- Schlimme, M. (2002, May). Video games: A source of benefit or addiction? (Unpublished student paper). Serendip (a web publication of Bryn Mawr College).
- Shaffer, D. W., Squire, K. R., Halverson, R., & Gee, J. P. (2005). Video games and the future of learning. *Phi delta kappa*, 87(2), 105-111.
- Shafe, L. A., & Mansor, M. (2009). The Predicaments of language learners in traditional learning environments. *English Language Teaching*, 2(2), 69-74.
- Soyoo, A. (2018). Video games: A springboard for enhancing students' L2C. *International Journal of Pedagogies and Learning*, 13(2), 137-151.
- Turgut, Y., & İrgin, P. (2009). Young learners' language learning via computer games. *Procedia-Social and Behavioral Sciences*, 1(1), 760-764.
- Vahdat, S., & Behbahani, A. R. (2013). The effect of video games on Iranian EFL learners' vocabulary learning. *Reading*, 13(1), 61-71.
- Winaldo, M. D., & Oktaviani, L. (2022). INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE. *Journal of English Language Teaching and Learning*, 3(2), 21-26.
- Xodabande, I. (2017). The effectiveness of social media network telegram in teaching English language pronunciation to Iranian EFL learners. *Cogent education*, 4(1), 1347081.