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**INVESTIGATING LIBYAN TEACHERS' ATTITUDES TOWARDS USING  
VIDEO GAMES IN TEACHING SPEAKING TO LIBYAN EFL  
SECONDARY SCHOOL STUDENTS**

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## **Dedication**

I dedicate this project to my parents and my sisters who have encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started.

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## **ABSTRACT**

This research is about teachers' attitude towards the use of videogames in teaching speaking to Libyan EFL secondary schools students. The use of outdated methods and approaches instead of using videogames in teaching language skills, specially speaking, caused students to have difficulties in their learning process. Therefore, this study aimed to investigate the attitude of teachers towards the use of videogames in teaching speaking to EFL secondary schools students in the city of Sebha.

In this research quantitative method was used because the researcher has a large number of participants and used questionnaires to collect the data. It was found that Libyan EFL secondary schools teachers in the city of Sebha have positive attitudes towards the use of different kinds of videogames in teaching speaking to make it easy and exciting for students to study and learn this important skill.

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# CHAPTER ONE

## **1.1 Introduction:-**

Over the last 20 years, the world has witnessed a great development in the field of video games and how these games contribute to the development of children's brain. And how does our children interact with these games, how these games can be used in other than entertainment, among these areas is education, and how can video games be harnessed in teaching Language, specially spoken language, and how can teachers get benefits from these games in the classroom.

The purpose of this chapter is to provide an overview of video games in teaching speaking to Libyan EFL secondary school students. Also this chapter introduces the research problem, aim of the study, research questions, study hypothesis and significance of the study.

## **1.2 Research Problem:-**

Students at Secondary schools in Sebha city face difficulties in learning speaking by using traditional teaching methods. At this moment we do not know whether it is possible and effective for secondary school teachers to use video games to teach speaking inside the classroom. Many teachers look for new and effective ways to teach speaking and other areas of language. Many games could be used for enquiring the knowledge and what are teachers and students attitudes towards the use of these video games. on the other hand, there is an enormous number of games referring to speaking, be as it may, there are some games that did not offer the information that students look for and it may cause problems to their entire education process.



## **1.2 Aim of the study:-**

This study aims to investigate Libyan teachers' attitudes towards the use of using video games in teaching speaking to Libyan EFL secondary school students in Sebha.

## **1.4 Research questions:**

This study will focus on the use of video games in teaching speaking at the secondary schools of Sebha. It will attempt to answer the following question:

Q-1: What are Libyan teachers' attitudes towards using videogames to teaching speaking?

## **1.5 Significance of the study:-**

This study is important because it will add an excellent value to the educational process in our schools and universities, we use very old and ineffective teaching methods, they cause boredom for students and teachers as well. We must follow methods similar to those used in developed and civilized countries that will solve most of the problems facing our students and teachers.

## **1.6- Organization of the study:-**

This research has been organized into five chapters. The first chapter is introduction of the research. The second chapter is literature review. The third chapter is Methodology that is used in this study. The fourth chapter is findings, analysis and discussion. The fifth chapter is conclusion of the research.

**CHAPTER TWO**  
**LITERATURE REVIEW**

## **2.1- Definition of video games:**

Video games play a significant role in the life of the new generation. Although there are many criticisms about using video games in teaching, many studies focus on the importance of video games in improving learner's vocabulary in the target language. Researchers have begun conducting several researches on how using games in the class can foster vocabulary learning. The aim of this paper is to investigate the impacts of video games on children's vocabulary learning depending on a literature review. Many studies focus on the impacts of video games on different aspects of education. This conceptual paper aims to shed light on some games' benefits, and challenges which educators and children face in the use of video games. The findings of this paper show that games are used not only for making children successful in EFL classes but more importantly, for motivating them and increasing the cooperation among children.

English, recognized by many as the international Language, is taught all over the world in English as a Foreign Language (EFL). Students in an EFL setting lack Opportunities for extensive exposure to English, which is Necessary for language acquisition No matter the Teaching methodologies that they employ, EFL educators Around the globe have been exploiting realia media, Enhancing their instruction and giving students exposure To abundant sources of input that are beneficial for Improving listening skills. Throughout the years, Language educators have continuously urged students to seek alternatives to static textbook pages and vocabulary Lists Authentic material refers to those media that native Speakers are exposed to in English speaking countries. Many EFL educators and researchers advocate the usage of authentic materials as a means of helping students.

Reach native-like fluency in a language. Authentic Materials in the EFL classroom can have a positive effect on learning. Authentic language learning materials can increase learner on-task behavior; additionally, overall class motivation to learn class content may increase when using authentic materials. This may be one of the reasons that foreign language movies and culture classes that use authentic media are fast becoming a standard in foreign language departments world-wide. Video games are a form of interactive and engaging authentic materials currently receiving much attention from educators. They offer potentials in improving EFL listening and speaking ability.

## **2.2 -Video Games as a Tool for Language Learning**

For more than a decade, educators have viewed video games as a potential avenue for enhancing learning and creating authentic contexts for learners. Some qualitative researchers contend that video games playing can provide immersive experiences that can be associated with real-life situations and applied to learning Specific content. Ortiz de Gortari and Griffiths (2015) described this process as video Games Transfer Phenomena (GTP). GTP occurs when video gamers associate elements of the games they play with real life, triggering thoughts, sensations, and actions. Researchers refer to this association as the Tetris effect, naming it after the classic Russian puzzle video game is an example in which Individuals become so immersed in the game that it patterns their thoughts and even their dreams (Curtis 2012). Researchers from different areas of cognitive science have examined GTP and suggested that playing games like Tetris could help reduce symptoms of posttraumatic Stress disorder (Holmes et al. 2009). While this may be a coping mechanism, the literature strongly suggests that an active association exists between video Game play experiences and real life. GTP can also apply to language learning. Ortiz de Gortari, Aronsson, and Griffiths (2011) found that several of the gamers they interviewed used videos.

Games as means of interacting with others, Pasfield-Neofitou (2011), concluded that learners craved these interactions to improve their language use. The gamers saw the virtual environments as informal settings in which they could practice. Their second language and, in effect, be surrounded by it for a time and thus Benefit from immersive and authentic language use. Video game technology has advanced immensely in the past two decades, and phenomena like GTP are beginning to interest educators as a subject for research. GTP affects video gamers both consciously and unconsciously, which is demonstrated by the fact that many players implement video game dialogue and Speech patterns into daily situations. According to Ortiz de Gortari and Griffiths (2015) video gamers can express GTP when they think in the real world as they do in the virtual one. They found that video gamers described the use of Strategic thinking and critical evaluation of situations, as well as the testing of heir moral and personal boundaries in the games they played. These experi Ences then manifested themselves in real-world situations, providing the gamers With additional entertainment value and increasing their sense of intelligence and power in their environments.

Some gamers even visualize these thoughts as mental game menus, requiring the same process of articulation and execution. They use when manipulating the controller and navigating the menus within a Video game. This process when applied to second-language learning could be a valuable tool for ESL learners, as it may serve as a script for them to follow. They Already possess the necessary dialogue to use properly in a given context, and The added element of “thinking through the game” may help ease their anxiety enough for them to engage more deeply in English conversation. The reduced Anxiety and the sense of being able to anticipate the dialogue of a conversation may lower obstacles and create ideal conditions for speaking. Video games also have the potential to improve the perceptions of learners about their abilities to learn.

In a study involving video game players between Twelve and eighteen years of age, participants viewed their game-related learning Experiences as constructive, evolutionary, and satisfying due to the self-solving Nature of the activity (Moline 2010). The use of standard English during online multiplayer video gaming may not carry with it the sense of risk inherent in using The language in a formal classroom setting, because there are no judgments made About usage and no evaluations tied to it. The fact that learners can use English Correctly or incorrectly, without the risk of failure or criticism, may encourage Them to use it more and thus create a sort of English language comfort zone in Which they maintain the behavior consistently. Some researchers (Henderson et Al. 2009) theorized that the video game virtual avatars used by learners offered them a sort of virtual shield that, protecting against the threat of negative evaluation and embarrassment, reduced their anxiety levels.

Retailers have sold commercial, off-the-shelf (COTS) video game software for educational purposes for decades. Online multiplayer games and programs Accessed either through physical media, such as a DVD, or downloaded online have become increasing popular, but only within the past twenty years or so has research been conducted to gauge their effectiveness for learning. Gee (2007) contended that good video games, for example, incorporate learning principles such as interaction, risk-taking, tasked-based learning, and lateral thinking. Moreover, they put performance before competence, unlike most classrooms through the game's design or help from other players, learners use trial and Error to master skills instead of reading texts and then applying what they have learned. Gee also argued that this resembles language acquisition. Skills such as Interaction and tasked-based learning are vital to language learning.

The ability of virtual worlds and video games to provide the means to enhance them has offered new opportunities to research their effectiveness online multiplayer video games cover a

variety of categories, from action titles to sports and puzzle games. An online game can have as few as two players, like the mobile board game Words with Friends, or well over thirty players, Such as the first-person shooter Counter-Strike (Molyneux, Vasudevan, and Gil De Zúñiga 2015). Typically, players log on to the game's official server through a menu in the software, where they are prompted to select the type of online Event in which they wish to participate.

One particularly popular genre of online multiplayer video games, known as massive, multiplayer online role-playing games (MMORPG), is also viewed as a productive way to enhance language learning because of its high level of Interaction. In these persistent, online virtual fantasy worlds, players create a Character (avatar) and fight enemies and chat and trade items with other players. They advance by completing in-game objectives, either alone or with a group.

The persistent nature of mmorpgs means that the games can be played online At any time. Many have hundreds of thousands, even millions of player's world- Wide, and players often find other individuals with whom to play with little effort. Most mmorpgs retain a fantasy setting, such as the popular World of Warcraft and the Elder Scrolls Online, but the genre hosts games of all types. There are super hero games, like DC Universe Online, and even the popular Star Trek Franchise has its own MMORPG. Modern entries all include a host of features that facilitate teamwork and communication, such as voice and text chat and keyboard message shortcuts. The games are attractive to players because they support real-time interactions among individuals and large groups. Furthermore, many are free to play with only an internet connection required and are regularly updated with new content (Peterson 2010).

Researchers have now begun to examine the possible sociological and cognitive effects of mmorpgs on players. For instance, according to one study (Kongmee et al. 2011), mmorpgs offer

environments that are informal, safe, and community based, all of which represent situations found in the real world.

The different types of communication employed through game play increase Player confidence and develop skills that are transferable between the virtual and real worlds. This communication is more socio-emotional (compliments, messages of solidarity, encouragement) than task associated, and more experienced players make more positive comments than negative ones (Peña and Hancoc (2006), Rama et al. (2012) found that morphs like World of War Craft affected a focus on communicative competence, raising learner motivation, Providing ample time to reflect on conversations, and leaving a large margin For error. It is likely that the communal natures of many online games along with the high degree of interactivity in authentic situations help lower players' language anxiety and increase a player's willingness to communicate. Reinders and Wattana (2014) contended that the ability for projection and even anonymity provided by online video games might influence anxiety levels and make language learners feel more comfortable about participating and making mistakes.

According to Peterson (2011) prior gaming experience and the English proficiency levels of learners may affect their use of online multiplayer Video games, such as mmorpgs, for language learning. Learners with little Prior gaming experience may experience anxiety from the process of learning to Control and interact with the game. This anxiety can be overcome with practice and learners may benefit from increased fluency practice in English and become More experienced in gaming, prompting them to initiate their interactions with Other players more often and manage them better. It is likely then, that as learners become more adept with online gaming and accustomed to practicing English With others through the anonymity and informal nature of gaming, they will Experience lower levels of anxiety, particularly communicative apprehension.



Online multiplayer video games may also help improve the willingness of Learners to communicate in English by bridging the formal educational setting with the informal one in which they spend much of their free time. The interaction of people sharing a common interest, such as video games, allows the generation and dissemination of ideas as well as the opportunity to share common goals and interests. Jenkins, Ford, and Green (2013) called this “participatory Culture,” and many of its characteristics are commonly found in video games. Such as MMORPGs. For instance, participatory culture has low barriers to civic engagement and informal mentorship (skilled players sharing knowledge with newer ones), both found in mmorpgs. Also, members of many MMORPG groups, called clans, are valued members who care about the contributions of others, because the actions of each increase the probabilities of success during game play. Members need not contribute, but they must feel that they have the freedom to do so if they want and that their contribution will have value to the community (Jenkins 2006).

### **2.3 How Is Vocabulary Learned?**

(David Wilkins, 2004) states that "without grammar cannot be conveyed, without vocabulary nothing can be conveyed. Learners usually use labeling when they first start to learn to speak the categorising skills (Thornbury, 2002) states that young learners develop a network building in which they construct complex ideas. They realise that there are other words such as synonyms and antonyms and others during this process. There are several approaches and methods that could be used to teach English vocabulary to young learners. Using real objects in which children could visualise later is a good way to learn vocabulary words. They need to listen to their teachers using the word and repeat it as well. Another method is the direct method where there is no translation and the using of the mother tongue is prohibited. The complete sentences in the target language are the only thing used in the classroom. Another method is the Total Physical Response (TPR)

which is used a lot by teachers because children are hyper, physically active and could not concentrate for a long time. However, using this method includes games and a variety of activities will allow young learners to learn vocabularies of the language very fast. In addition, teachers of young learners encourage their students' to communicate by using Communicative Language Approach (CLT) with stress language meaning in context.

## **2.4 Teaching Vocabulary Using Video Games**

Halliwell (1991) argued that due to the creative language skill, young learners bring into the classroom, and teachers have to provide them with communicative atmosphere where they could express themselves. Also, because of the language used in any activity is unpredictable; teachers have to encourage them to actively construct language for themselves. That is why an important and useful game. Not only they are fun, but also they create the desire to communicate and create predictability. Using games when teaching vocabulary to young learners require trained teachers who involve children in playing and mastered the linguistic part of the language. Rixon (1981) stated that understanding games will help teachers finding and creating games that make their students learn while they play. In this section, a definition of the word game will be explained and the reason for using games when teaching young learners will be presented. Advantages and disadvantages of using games in teaching the vocabulary of the language will be put forth as well.

## **2.5- kinds of games used in language teaching and learning:**

Different scholars have different classification of games. Lee (2000, P. 65) classifies games into ten kinds: structure games, vocabulary games, spelling games, Pronunciation games, number games, listen-and-do games, read-and-do games, games and writing, miming and role-play and discussion game. However, McCallum (1980, p.74) categorized games for

language learning into seven kinds: vocabulary games, number games, structure games, spelling games, conversation games, writing games, and role-play and dramatics. From these two divisions, only five of them can better suit the vocabulary classes which are: vocabulary games, structure games, writing games, reading games, and games for developing speaking and listening skills. Each kind of game focuses on a language component or a skill, so when choosing games, one of the factors that teachers have to consider is the aim of the lesson. Hadfield (1990, p. 8) argued that games can take one of the following forms : (A) Information gap. Students ask their partners to get missing information to complete the task or card they have or together solve a problem.

(B) Guessing games. The player with the information deliberately withholds it, while others guess what it may be.

(C) Search games. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem.

(D) Matching games. These games involve matching pairs of cards or pictures. Everyone must find a partner with a corresponding card or a picture.

(E) Matching-up games. Each player in a group has a list of opinions, preferences, wants or Possibilities. Through discussion and compromise, the group must reach an agreement.

(F) Exchanging games. Players have certain articles or ideas which they wish to exchange for others. The aim of the game is to make an exchange that is satisfactory to both sides.

(G) Collecting games. Players need to collect cards in order to complete a set.

## **2.6 The role of videos games in vocabulary learning and retention:**

In order to learn and retain new words, learners should participate in different task-based activities in their classroom and such activities also include vocabulary videos games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through videos games and how they learn it. Many experts of language teaching methodology agree that playing videos games is a good way to learn vocabulary, especially in communicative language teaching classes. Videos Games have been shown to have advantages and effectiveness in learning vocabulary in various ways. First, using video games is a good way to increase exposure to vocabulary which enhances students' vocabulary acquisition. Learning is a process by which "information is obtained, stored, retrieved and used", therefore, the teacher needs to provide initial encoding of new words and then "subsequent retrieved experiences" (Rubin, 1987, p.29).

A research suggests that if learners see or use a word in a way different from the way they first met it, then better learning is achieved. According to Schmitt (2000, p. 116), the amount of exposure can affect second language vocabulary acquisition. A research in vocabulary acquisition reported by Nation in 1990 reveals that students require at least five to sixteen exposures to a new word before learning it. Also, Bunch (2009, p. 1) points out that English language learners will benefit from a variety of activities aimed at increasing exposure to key vocabulary. Besides, Laufer (1997, pp. 140-142) points out that vocabulary acquisition is related to the effect of repetition on learning. It can be said that repetition is one of the most effective ways to learn new words. Similarly, according to Carter and McCarthy (1988, p.67), new words are forgotten if they are not recycled in some way and make it into long-term memory. In order to learn vocabulary, words have to be recycled numerous

times. In fact, providing incidental encounters with words is one method to facilitate vocabulary acquisition (Sokmen, 1997, p. 237).

Through regular recycling, students can be given opportunities to meet the same vocabulary, embedded in different contexts, languages and activity types. This not only improves their recall and develops memory processes, but also extends their understanding and associations of vocabulary in an ever expanding network of meaning and use. As games provide another encounter with the target words, they have the advantage of being fun, competitive and consequently memorable ( Sokmen, 1997, p. 242). Methodologists agree that video games can help students review vocabulary effectively. Memory plays a key role in vocabulary learning and the benefits of revision and repetition have been clearly demonstrated in studies of vocabulary learning (O'Dell, 1997, p. 276). Besides, Ellis (1997, p. 134-138) shares the same view that repetition is a strategy for consolidating vocabulary. He adds that video games lend themselves well to revision exercises helping learners recall material in a pleasant and entertaining way. Similarly, McCallum (1980, p. 78) points out that video games can function as reinforcement, review and enrichment. In fact, video games can lend themselves perfectly to quick bursts of revision. Using some of the video games, the teacher can revise a massive amount of vocabulary and grammar in a few minutes. Clearly, students have more chance to be exposed to vocabulary through video games. According to Hadfield (1999, p. 91), in order to retain a word, students have to go through three distinct processes: (1) fix the meaning of the word in their mind, (2) make the word their own, (3) use the word to communicate with others. He adds that video games can help the learner through these three processes. It can be said that video games are very effective in helping students increase exposure to vocabulary.

Secondly, video games can maintain students' motivation in vocabulary learning because they are amusing and interesting (Uberman, 1998, p. 18). In the easy, relaxed atmosphere which is created by using video games, students remember things faster and better (Uberman, 1998, p. 18). Similarly, video games bring in relaxation and fun for students, thus help them learn and retain new words more easily (Nguyen and Khuat, 2003, p. 11). They also add that video games usually involve friendly competition, and they keep learners interested; these create the motivation for learners of English to get involved and participate actively in the learning activities (p. 11). Video Games also help learners recall material in a pleasant and entertaining way (Uberman, 1998, p. 20). For many children between four and twelve years old, language learning will be the key motivational factor; video games can provide this stimulus (Lewis, 1999, p. 101). Using video games help the students to relax; they remember things faster and better. Moreover, video games can lower anxiety, thus making the acquisition of input more likely (Richard-Amato, 1988, p. 147). As Nguyen and Khuat (2003, p. 11) claim students tend to learn and retain new vocabulary better when it is applied in a relaxed environment like playing vocabulary videos games. Especially, labeling and displaying pictures, depicting new vocabulary is helpful, especially with beginners. Matching words to pictures is a useful review exercise (Bunch, 2009). In short, video games are very affective in motivating students in learning vocabulary.

Third, video games can provide students with intensive and meaningful practice of language (Wright, Betteridge, and Buckby, 2005, p. 11). In fact, most vocabulary games make learners use the language instead of thinking about learning the correct forms (Lee, 1995, p.78).

Hadfield (1984, p. 127) shares the same view that video games can provide an opportunity for real communication and bridge the video game between the classroom and the real world. Language games thus allow the use of meaningful and useful language which is used in real

contexts (Ersoz,2000 , p. 85) and are able to provide a chance for pupils to use the language that they have learnt. It can be concluded here that videos games are motivating and effective techniques. They enhance the chance of vocabulary exposure. In addition, they provide students with meaningful practice of language learning. Therefore, this research would suggest that video games can play a significant role in the retention of vocabulary. Accordingly, Lee (1995,p. 78) suggests that video games should not be regarded as "activities filling in odd moments when the teacher and his/her class have nothing better to do" (p. 3). They have to be at the heart of teaching a language in general and vocabulary in specific (Uberman, 1998, p. 20).

Listening comprehension can be improved by providing audio lessons supplemented by visual input and feedback, both of which video Games can provide. Research has shown games integrated into mainstream classrooms support higher-level learning and thinking skills, and can be especially helpful in developing future professionals. Though research in the area is young, recent investigations probed educators opening up classrooms to video games, video games for Language learning, and the changing role of the language Teacher in game-based learning environments. Research has shown that with proper Teacher guidance, video games, through the power of Simulation, not only promote higher-level thinking skills, but also provide opportunities to delve into the language and knowledge of professionals from other semiotic domains. The game America's Army (AA) is comprised of a video game tutorials and deployment in simulated missions. The In-video game tutorials involve realistic virtual actors speaking hundreds of lines of dialog designed to provide players With an understanding of the training that real soldiers undergo in their training as well as to understand how to Play the game. Players are required to initially complete training sessions covering basic rifle marksmanship and movement prior to playing the

missions. These training missions involve listening to a virtual instructor deliver lectures and instructions, and subsequently Performing actions as directed, quickly and accurate.

## **Chapter3:- METHODOLOGY**



### **3.1 Introduction:-**

In this chapter, I will talk about the research methodology used in this research, the research design adopted in this research, the details of the participants who were chosen as a sample of the study, the tools and techniques used for collecting research related data and the steps followed to collect and analyze the data.

### **3.2 Research Methodology and Research Design:-**

This is a quantitative study. The research design adopted is investigatory in nature. This study is quantitative because the data was collected from large number of participants using a questionnaire and it was analyzed statically. The design is investigatory as the study investigates teachers' attitudes towards the use of Video Games in Teaching Speaking to Libyan EFL Secondary School Students in Sebha city.

### **3.3 Participants:**

A total of 20 teachers formed the participants of the study. They were both males and females. They were from different secondary schools in Sebha city. Their ages ranged from 24 to 41 years. They were selected randomly for getting the research related data through questionnaires.

#### **Table of participants**

Male	female	Total
2	18	20

### **3.4- Data collection technique: A questionnaires**

The data collection instrument was a questionnaire. The questionnaire also included a section about background information of participants such as gender and age. A questionnaire is a list of a research or survey questions asked to the respondents, and designed to extract specific information. It serves for basic purposes; the questionnaire was used as a technique of data collection to achieve the aims of the present study.

### **3.5- Data collection procedures:-**

As mentioned in the previous section, first of all, I adapted questionnaire. The questionnaires were administrated and completed by 20 teachers. After that I started analyzing the data quantitatively and manually by using descriptive statistics. The analysis, findings and discussion are presented in the next chapter.

## **CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION**

#### **4.1- Introduction:**

In this chapter, I will cover the details of the way data was arranged and analyzed; following is a description of the steps taken in the data analysis process. First, the collected and selected 20 questionnaires organized and analyzed.

The data were organized and separated without considering age or gender. Finally the data were prepared to be analyzed focusing on the use of Video Games in Teaching Speaking to Libyan EFL Secondary School Students in Sebha . The focus was on frequency of use.

#### 4.2 Data Analysis:

The data from the questionnaire was analyzed statically to check Libyan teachers' attitudes towards the use video games in teaching speaking to Libyan EFL secondary school students in Sebha. The general analysis is presented in the following table and findings are reported in the form of figures.

#### 4.3 Finding of the Analysis:

From the data analysis, the following findings were obtained and presented in the following table.

General Analysis of the questionnaire :

Question	A) Yes	B) No	Total
1- Do you use any kind of videogames to teach speaking inside the classroom?	75%	25%	100%

The table above shows that in the first question 75% of teachers use at least one kind of videogames in teaching speaking inside the classroom, while other said no

Question	A) Yes	B) No	Total
2- Do you think that using videogames can benefit students' speaking?	100%	0%	100%

In the analysis of the second question, we found that all teachers think that using videogames can benefit students' speaking.

Question	A) Yes	B)No	Total
3- Do you think that using videogames may improve students' speaking?	65%	35%	100%

The table above shows that 65% of teachers agreed that using videogames may improve students' speaking , while others did not.

Question	A)Yes	B)No	Total
4- Is it possible to use videogames to teach speaking inside the classroom?	65%	35%	100%

In the analysis of the forth question, I found that 65% of teachers think that it is possible to use videogames to teach speaking inside the classroom, while others said no .

Question	A)Yes	B)No	Total
5- Do you think that teachers should depend more on using videogames in teaching in general?	80%	20%	100%

the table above shows that in the fifth question 80% think that teachers should depend more on using videogames in teaching in general , while other said no

Question	A)Yes	B)No	Total
6- Do you believe that using videogames may have a negative impact on students?	45%	55%	100%

In this question I found that 55% of teachers did not believe that using videogames could have a negative impact on students, while 45% did.

Question	A)Yes	B)No	Total
7- Do you think that videogames can provide a good learning atmosphere?	80%	20%	100%

In the analysis of this question, I found that 80% of teachers think that videogames can provide a good learning atmosphere, while others said no.

Question	A)Yes	B)No	Total
8- Do you think that it is easy to use videogames to teach speaking inside the classroom?	95%	5%	100%

the table above shows that in this question 95% think that using videogames may encourage students to speak more inside the classroom , while other said no

Question	A)Yes	B)No	Total
9- Do you think that students can use videogames to learn speaking outside the classroom?	90%	10%	100%

The analysis of this question shows that 90% of teachers think that students can use videogames to learn speaking outside the classroom, while only 10% said no

Question	A)Yes	B)No	Total
10- Do you think that such videogames are available in your school?	70%	30%	100%

In this question I found that 70% of teachers said this kind of videogames are available their school , while 30% said no.

#### 4.4 Discussion:-

In the analysis in the table above shows that Libyan secondary schools teachers in Sebha city, Libya use different kinds and types of videogames the process of teaching a speaking, and how they rely on these videogames in teaching the different aspect of this important language skill (listening, speaking, reading) While teaching, Videogames have offered a great help for Libyan teachers and considered the most common way of teaching speaking according to them, that showed from the results of the questionnaire.

The results showed that 75% of teachers use at least one kind of videogames in the process of teaching speaking to secondary schools students, this shows how Libyan EFL learners in

secondary schools of Sebha city depend on the use of videogames, this result was expected by the researcher, and that is the focus of this research another interesting aspect from the questionnaire is 100% of teachers said they think that using videogames can benefit students' speaking . and new in formations, 55% of teachers did not believe that using videogames could have a negative impact on students which shows the positive attitudes toward using this kind of method , finally, 95% think that using videogames may encourage students to speak more inside the classroom .Comparing these findings with our research questions, we can say that all research questions were answered.

## **CHAPTER FIVE: CONCLUSION**



## **5.1- Conclusion:-**

The results showed that the use of videogames is very helpful and easy in teaching speaking to secondary schools students, and how teachers use different types of these videogames in the process of Teaching the different aspects of this important skill (speaking) That Libyan EFL learners (especially at secondary schools in Sebha city would benefit from, the researcher goal was to find out the efficiency and practicality of using videogames in teaching speaking to secondary schools students. Therefore, the aim was to investigate and find out teachers attitudes towards using these videogames among EFL learners at secondary schools in Sebha city. In this research quantitative method was used to find out and collect the information that suit the research, the tool used to collect data was a questionnaire which was administrated to collect the information needed to do this study. It was found that Libyan EFL teachers at secondary schools in Sebha city, Libya, uses different kinds of videogames in different ways in the process of teaching speaking to secondary schools EFL students.

## **5.2 Limitations and further directions:-**

This research has limitations also. First of all, the researcher had a lot of electricity, internet and transportation problems here. Second problem was limited resources; the researcher could not find the required books in the library. Also all participants in this study were from secondary schools in Sebha. More participants from different cities and schools in Libya are needed. However, the researcher believes that this study will encourage more studies in this area.

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## APPENDIX

### Questionnaire

1- Do you use any kind of videogames to teach speaking inside the classroom ?

Yes No

2- Do you think that using videogames can benefit students' speaking?

Yes No

3- Do you think that using videogames may improve students' speaking?

Yes No

4- Is it possible to use videogames to teach speaking inside the classroom?

Yes No

5- Do you think that teachers should depend more on using videogames in teaching in general?

Yes No

6- Do you believe that using videogames may have a negative impact on students?

Yes No

7- Do you think that videogames can provide a good learning atmosphere?

Yes No

8- Do you think that it is easy to use videogames to teach speaking inside the classroom?

Yes No

9- Do you think that students can use video games to learn speaking outside the classroom?

Yes No

10- Do you think that such videogames are available in your schools?

Yes

No