



## Graduation Project

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### **Title:**

**The impact of RPG video games on university students English language acquisition in Saudi Arabia.**

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## **Abstract:**

**This research will talk about the possibility of acquiring English language from the online video games. Especially the online RPG (role play games) and its impact on university student's language acquisitions. And will see how the gamers acquire their language and how their language improved. And it will talk about some people way in learning the language and what they use to learn. Also will talk about the games and its advantage and disadvantage, people reason to try to learn the language through the online game. There will be an interview with 20 students who play online game players. Also a survey and questionnaire for the same players to estimate the benefit they got and the problems they got and faced, and how they improve their language**

## **Introduction:**

**The reason for me to choose and study this topic is because I am one of the gamers who learned his language through the online game. That why I chose this research topic and I will be talking from my experience mostly in this research.**

**There are many students in Saudi Arabia who tries to learn or acquire the English language by using many ways. Some of it is traditional like to participate in any English Institute. And some of them trying to learn the language through the new technology. For example using their smartphone or using their computer to participate to some sites or apps that help to learn or acquire the language. And there is also who learn and acquire the language through the online video-games. Video games are what we will talk about it in this research. Why video-games? And why not?!!**

**Firstly, the online role-playing games provide to the learner a good environment. That he can read and write to and build his vocabulary by using the chat inside the game, they will need to read for example. And to solve a game quest. Also, they will need to write to chat**

with their friends, or the people they play with them. There is only one problem here that most the players or students using or used to write in chat shortcuts.

Secondly, the game provide to the learner online interactions, and a virtual environment. That can help to use their language whenever they need. It is easier for them to practice and learn their language in a virtual environment. They don't have to worry about his mistakes in language which will make him use it more and more.

Thirdly, its offer to them a good environment for talking and listening. Listing and talking to other players will improve their skills in conversation, the players in the game use many live voice chat applications like Ventolin and TeamSpeak that help them to communicate each other.

Finally, its offer to them a fun way to learn, play and learn. Why not? Playing a game will make the learning more fun, and it will break the ice between the learners. Also, it will help the learner to trust each other with some fun and play they will start talking and chatting to each other.

Though the games offers to the learner all what they need to learn or to acquire the language. The game offer Listening, reading, writing, and conversation. We can say the online game offer to them a virtual environment that they can use and practice their language in it. The next pages will talk about the study from different sides. Then the significance of this study. And then the methodology and how this study will be, with the participants and their interview, the problems that limit the research in Saudi Arabia, and finally the expected result.

**Literature Review:**

**The students who want to learn or acquire the language they have to think and trust themselves. That they have a good language which means they have to be positive. And they have to feel they are getting better and better every time they interact with anyone in the environment they are in and the materials they use ( De Andres, 1999).**

**Most online games are interesting, enjoyable and give the player or students more fun to play and learn. Wich helps them and make it fun for them to learn (Tomlinson, 2010a, p. 90).**

**Students or the players interactions are important to them to learn, and acquire the language.The interaction between the players or the students provide a good way to learn from their mistakes or error, and it will help them to identify their mistakes and correct it. (Whitton:2010, p. 31).**

**Some games have been developed only to teach or to learn some languages. For example, Tactical Iraqi this game was developed for US Army, to help them to learn Arabic language, and how to communicate in with any Iraqi citizen, and also their culture (Alelo, inc)**

### **Significance of Research:**

**This research attempts to provide information about applying linguistic through online role play video-games. And data analysis the information to get the relation between the university students' language acquisition and the video-games.**

**Most the School and the University in Saudi Arabia we have a traditional way of teaching English language. However, there is many way to teach or learn any language with the new technology. And teaching or learning through the games is only one of dozen ways, applying some educational games to the school will help to improve the students language listening, speaking, reading and writing.**

### **Research Question:**

**What is the impact of online video games on university student language acquisitions? And is it possible to learn or acquire the language from the video games?**

### **Research Methodology:**

#### **Participants:**

**The participants will be twenty gamers, from a different university. In Saudi Arabia, ten of them are English major Students, Moreover, five of them studied English in the high school, and other five studied English since the elementary school. Five are IT students 2 of them studied English at the elementary school, and the other three studied at the high school only. And the last five are Business Administration major, two of them studied English at the elementary school and other three only in the high school.**

**Their age will be between 18 -26. The participants are from different locations in Saudi Arabia, two students from each university in Saudi Arabia. And these will be their universities and locations. Two students from Dammam University in Dammam and both**

live in Dammam. Two from King Fahad University in Dhahran, one of them live in Dammam, and the other student live in Khobar. Two from King Feisal University in Hassa one of them live in Hassa, and second other live in Buqayq. Two from Prince Mohammad University in Khobar and both of them live Khobar. Two from King Saud University they live in Riyadh. Two from King Abdul-Aziz University one live in Jeddah, and other one live in Makkah. Two from Taif University and they both live in Taif. Two from Qassim University, they both live in Qassim. Two from AlHuduud Ash Shmaliayh University (Northern Borders university) and they both live in Arar, and two from King Khalid University in Abha and both of the students live in Abha. All the participants used to play role playing games on average 35 hours per week.

In addition, they start playing online video games from different ages, ten of them studied English language at the elementary school, and the other ten studied English language only in high school. There will be an online interview with all the participants. After making them playing and communicate to each other via the game chat or the voice chat applications. And then ask them to answer the an English test to evaluate their English language level and check how good they are grammar, spelling, writing.

#### **Limitations of Research:**

The research has been done on male players only. We can have better results if we do the research on females also. But because the tradition and culture here in Saudi Arabia it's hard to find a female playing online video game. Even though, there are many females playing, but they are hiding themselves under male nicknames, or they refuse to participate in any such test or interview, so that make it hard to find them.

Moreover, some people in Saudi Arabia are ashamed to say that they play a video games. Because many of them think of it as it's only for kids and its waste of time. So because of that many players or students don't talk about their virtual life to avoid people criticism.

#### **Expected Result:**

Expected that for the English major students who studied English at the elementary school they are advanced level in English. They can speak and understand very well, but sometimes they have problems with unfamiliar vocabulary and some situations and some spelling mistakes.

For the English major students that studied English only in high school. Expected, pre-advanced level in English, they can speak and understand but sometimes they fail to make themselves understood they can get better with more practice to their language in the game.

For the two IT students that studied English at the elementary school. Expected, pre-advanced level in English, they can speak and understand but sometimes they fail to make themselves understood, with some problems in grammar and spelling mistakes. And for the other three IT students. Expected, an intermediate level in English, they can speak and understand reasonably well, and they can use basic tenses with more problems in the complex grammar, vocabulary, and spelling.

And for the two Business Administrator students that studied English at the elementary school. Expected, upper intermediate level in English, they can speak and understand reasonably well, they can speak and understand well, but they have some problems with



unfamiliar situations, vocabulary and some grammar mistakes. And for the other three Business Administrator students. Expected that intermediate level in English, they can speak and understand reasonably well and use some basic tenses with problems in complex grammar, vocabulary, and spelling. And, of course, this can be changed depend on their language practice in the game the more the better.

**References:**

**1- De Andres, V. (1999) Self esteem in the classroom, Affect in language learning (pp. 87-102).**

**2- Tomlinson. (2010) The effect of principle materials development. In N, English language teaching materials: Theory and practice (pp. 81-108).**

**3- Whitton, Nicola. Learning with Digital Games p. 31. New York, 2010.**

**4- Alelo, Inc.**

**<http://www.alelo.com/case-study/tactical-iraqi-language-culture-training-system/>**

**Appendix:**

**Interview Questions**

**What are you studying at University?**

**Which city do you live? e.g. ( Riyadh, Khobar...Etc)**

**What's your major?**

**How old are you?**

**Have you studied English language before playing?**

**For how long have you studying English language?**

**For how long have you been playing online Video-games?**

**For how long you play per day?**

**Did the online game help you to learn / acquire the English language?**

**Do what you learn / acquire in a period by using online video-games equal to what English language institutes offer?**

**What is the English level that needed do you think to start playing online video games?**

**Do you think the virtual environment and the online interactions that the online games offer help you to learn and acquire language?**

**What are the linguistic aspects that you have learned from the online video games?**

**Do you have any problem in any of the linguistic aspects?**

**Rate your (Grammar) on a scale of 1 to 10?**

**Rate your (Reading) on a scale of 1 to 10?**

**Rate your (Writing)on a scale of 1 to 10?**

**Rate your (Spelling) on a scale of 1 to 10?**

**Rate your (Conversation) on a scale of 1 to 10?**

**Rate your (Listening) on a scale of 1 to 10?**

**Rate your (Vocabulary) on a scale of 1 to 10?**

**Do you believe that the online video games can help you to learn and acquire the English language?**