



Using video games as a strategy for improving EFL students' listening skills

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Abstract

Digital tool integration in education is unavoidable in today's technologically advanced environment. To improve English as a Foreign Language instruction, this study examines the creative use of video games as a teaching tool that focuses on helping foreign students become better listeners. Before exploring the topic of video games, the research first looks at the significant influence that play has on kids' cognitive growth and language learning. Since technology is present in many facets of contemporary life, it is essential to interact with students through familiar media like video games. Students are encouraged to actively engage with language content using educational video games, which provide a unique blend of pleasure and learning. Furthermore, the study clarifies the difficulties English as a foreign language students encounter as a result of conventional teaching strategies and a lack of focus on listening exercises, particularly when it comes to developing their listening comprehension skills. Through the effective use of video games' natural motivational properties and the correction of traditional methods' drawbacks, teachers can establish an immersive learning environment that suits students' changing requirements and preferences. Using qualitative approaches helps in getting insights into how video game-based learning affects students' attitudes, motivation, and self-perceived listening comprehension skills through careful observation and analysis of student input. The ultimate goal of this research is to emphasize the positive effects of integrating technology to improve listening skills by using video games.

Key Words: English as a Foreign Language (EFL), video games, educational video games (EVGs), technology integration, and listening skills.

1. Introduction: Imagine a classroom where the thrill of leveling up in a digital game is not just an escape but a strategic journey towards mastering a new language. This is the dynamic realm where digital games converge with language learning, reshaping the landscape of acquiring English as a foreign language. It is worthwhile to mention that play, in all its manifestations, is crucial to kids' social and cognitive growth. Playing is thought to be vital to the stabilizing processes that are necessary for the formation of cognitive structures in the context of cognitive development. Through play, children exercise basic cognitive skills such as conservation, classification, and reversibility (**Parker & Thomsen, 2019**).

Children's playing styles change as they age to correspond with their cognitive development. Children's games, rules, and interpretations evolve as they get older. When children reach school age, they can understand and follow the rules of organized games (**Köymen, Schmidt, Rost, Lieven, & Tomasello, 2015**).

Even though these concepts are also present in learning settings that are met in a school setting, teachers usually view them as separate from play. Still, as children progress through the stages of cognitive development, their interaction with play takes on new dimensions. In the present time, technology plays a significant role in shaping the landscape of play and learning. The integration of educational technology in school settings introduces a unique dynamic to the traditional concept of play. Exploring the intersection of technology and play in educational contexts

supplies valuable insights into how digital tools can enhance cognitive development, learning outcomes, and the overall educational experience for children (**Clark, Tanner-Smith, & Killingsworth, 2016**).

Technological advances in school settings prompt us to examine how modern technology can be harnessed to bridge the gap between traditional notions of play and the structured learning environments encountered in schools (**Ghory & Ghafory, 2021**). Over the past few decades, technological advancements have created new learning opportunities in educational environments. Educational technology is the development and use of software and hardware, including apparatus, gadgets, and equipment, for learning purposes. Supporting learning in an educational setting is the aim of technologies that are specifically used in educational settings. Technology can facilitate more efficient teaching and learning processes (**Xu, Chen, Eutsler, Geng, & Kogut, 2020**).

In teaching and learning English as a foreign language, listening has received little attention from educators. Teachers won't pay attention to it if it is not tested. The fact that some individuals regard listening as a passive talent is another reason why it has been neglected. A lecturer must acknowledge listening difficulties to teach listening skills. Speaking and listening are more challenging for many English language learners than reading and writing. Most of them find writing skills easier than speaking skills because they find it difficult to listen clearly to what the native speaker says, and that is because they do not pay attention in schools to listening activities that

improve students' speaking skills. Hence, students find it difficult to talk properly (**Syafii, Kusnawan, & Syukroni, 2020**).

That is what is found from experience as trainee teachers of English as a foreign language, where it is noted that the effect of not paying attention to listening activities resulted in a low level of attainment and knowledge of language, vocabulary, pronunciation, and the correct form of them. That is because they do not have the opportunity to listen in the school environment to the correct pronunciation of the actual language of a native speaker (**Ulum, 2015**).

Therefore, most students do not like learning English as a foreign language because they find it difficult to use it. Rarely do you find students who know the sounds of letters and their correct pronunciation, so they are ineligible to pronounce and form words correctly (**Vietnam, 2015**).

Mastery of the vital skill of listening is the highest level of proficiency. The melody of language extends across generations as a means of expressive communication, underscoring the critical role of careful listening in producing fluent and articulate English speakers. Worldwide, English is taught in schools and institutions, and in certain nations, it is also taught as a foreign or second language. English learners should possess a strong vocabulary in addition to the four language proficiency areas of writing, speaking, reading, and listening (**Alqahtani, 2015**).

Thus, language experience is very important to achieving educational success. The vocabulary that students know serves as the foundation for their comprehension. Thus, giving kids proper access to terminology helps them succeed academically overall. Since vocabulary is essential to the process of educating and acquiring language, educators must support students in growing their vocabulary to enhance their knowledge of languages and their production capabilities (**AlNatour & Hijazi, 2018**). To do this, they must employ efficient strategies and proper techniques. Since vocabulary is of such importance, the first learning skill that must be taken care of is listening. Students must first listen properly to the word before learning about its meaning and the way it is written (**Yildirim & Yildirim, 2016**). It seems that the most vital skill for learning a language is listening. Therefore, students need to listen to the correct pronunciation of the word to speak properly. That is why listening is the most important skill in this argument. From an early age, children have learned how to talk from what they heard from their mothers and imitate what they have heard.

In the age of technology, how do students improve listening skills as an essential language learning skill? One appropriate way to teach this generation is to enter their digital world to attract their attention (**Buckingham & Willett, 2013**).

Video games are an important branch of technology that could help this generation improve their listening skills. Games can be used as a strategy to increase students' motivation, as they are activities that have rules, competition, and an

entertaining factor. Students can be motivated by games because they are entertaining, fascinating, and occasionally challenging. Games can be used to practice all aspects of language proficiency, including speaking, listening, reading, and writing. claims that games offer students a relaxing and pleasurable learning atmosphere. Students can use language in a stress-free way by playing games to improve their vocabulary (Derakhshan & Khatir, 2015). Other research revealed that DGBLL was beneficial for vocabulary learning in English, for example (Ebrahimzadeh, 2017).

In this study, the main aim is to investigate the influence of using video games as a strategy for improving EFL students' listening skills.

2. The Theoretical Framework

2.1. Beyond Technology: Play's Role in EFL

Since technology defines the 21st century, it has become an inseparable part of daily life, new technology-based teaching methods will inevitably be introduced. It is appropriate to teach this generation by attracting their attention and interacting with them in their digital world. Video games are used as a strategy for improving the quality of teaching English as a foreign language, but before talking about video games that came as a result of technology and its effect on teaching English as a foreign language, there is a need to learn more about the concept of play and its impact on children .

2.1.1 Overview of playing. Play goes beyond being a merely recreational activity in the context of education to become a potent and adaptable instrument that fosters creativity, critical

thinking, and holistic development in addition to providing entertainment, all of which have a lasting effect on students' educational journeys".

As Chance (1979) points out in the first line of his book *Learning Through Play*, "Play is like love: everybody knows what it is, but nobody can define it." According to the Cambridge Dictionary, play is when you spend time doing an enjoyable and entertaining activity, especially as a child. (dictionary, 2024).

Play (especially in early infancy) may be essential for brain development because it gives the child's brain the tools it needs to grow by experimenting, trying out concepts and abilities, and mixing materials and actions (Roskos, 2017).

Playing had a very different form from what is found today in today's era, where children played a variety of games from their invention by employing tools around them. They used their imaginations to enjoy together to create an environment of play. Their toys were puppets, some wooden tools, and any other tools available to adapt them to their imagination and play with them. They think, express themselves, make various movements, cooperate, respond to their impressions, solve their problems, and test their patience. They also do the same things repeatedly. This frequent training allows them to learn and develop their confidence. As Sulistyaningtyas and Fauziah state, "Playing is an activity where children demonstrate their extraordinary abilities in exploring, imagining, and making decisions. It is proved by the involvement of research subjects, from which 50 children, only about 20% of children play traditional games in leisure time (Sulistyaningtyas & Fauziah, 2019). But this kind of traditional game has taken on a new form in this era.

2.2 Technology. The existence of technology has changed the way people live in their surroundings, particularly regarding children's games and play, and it also has a big influence on schooling. In most cases, the games have transitioned from being exclusively physical to being mostly computerized .

2.2.1 .video games. To talk about video games first and foremost, there is a need to clarify what video games are. Video games are electronic games in which visuals created by a computer program are electronically altered (Arias, 2014).

The influence of video games on several facets of daily life is growing as they become a more integral part of culture. The culture of video games examines how it offers significant insights into the contemporary nature of digital technology in addition to taking into account current culture (Muriel & Crawford, 2018).

The generations of technology that took place at the beginning of electronic games and up to this time have learned about many types of electronic games and have become interactive with them, choosing from them what provides them with an atmosphere of pleasure and excitement and navigating among these kinds, some of which provide the kind of games that have an adventurous character, including a racing and fighting character .

Quwaider, M., Alabed, A., & Duwairi, R. (2019) proved that by saying that video games are defined as interactive electronic games that aim primarily to entertain players. Video games enable players to access virtual environments, 2D or 3D, within specific rules and conditions that vary from game to game. Video games can be categorized into the same types as any other media format. This categorization depends on many characteristics,

such as how to play the game and the gameplay interaction .

Every video game has different characteristics from other video games, which makes some of them more popular than others. Many types of video games are played around the world, like action, adventure, educational, fighting, platform, racing, roleplaying, shooter, simulation, sports, and strategy. In addition, it is shown that the majority of players are children or teenagers (Quwaider, Alabed, & Duwairi, 2019). The kind of video games that have an educational characteristic is the type that was talked about in this study, which is one of the types mentioned above.

2.2.2 Educational Video Games. In this paper, the focus is on educational digital games, but especially on games that are concerned with teaching English, and this type of game combines education and entertainment simultaneously .

According to Gentry et al. (2019), educational games have the potential to offer excellent, affordable, adaptable, portable, and calming educational services (Gentry et al., 2019). This might lead to a rise in the amount of contact between students, teachers, and learning materials. They could bring gamers and students joy in addition to increasing the efficacy of learning (Yu, Gao, & Wang, 2021).

When it comes to engaging and motivating students who have become disengaged from traditional learning approaches, educational video games (EVGs) hold enormous promise. According to a review of the literature, Hanus & Fox commented on that topic, saying that EVGs can be used to motivate students to learn in novel ways or find enjoyment in otherwise boring tasks, but traditional learning approaches are losing their attraction to students (Hanus & Fox, 2015).

Additionally, EVGs can facilitate active learning (Oblinger, 2004) and use graphical displays like scores to give regular, instant feedback on how well students are learning (Kapp, 2012). In addition, it is considered that games themselves and the aspects that make them enjoyable have inherent motivational qualities (Adams, Mayer, MacNamara, Koenig, & Wainess, 2012) (Martí-Parreño, Galbis-Córdova, & Miquel-Romero, 2018).

Nowadays Virtually all kids play video games at some point, and many do so daily. Games are not just common in kids' free time, but schools are also using more and more of this technology to motivate students and improve their skills. Playing engaging, educational, and difficult games of high quality can add fun and effectiveness to learning.

In the previous part, it was demonstrated that video games can help in improving the learning proficiency of the language, the benefits of these games, and their effects on education. Improving listening skills is the main goal of this study, which uses video games to improve listening skills. To guide the research towards the usefulness of these games to improve this skill, it is necessary to explicitly define the term "listening skill" within the study.

2.3 listening skill. One linguistic mode is listening. It is one of the four language skills—speaking, writing, listening, and reading. It requires a person to actively participate. A sender, a message, and a recipient are all involved in listening. Receiving, paying attention to, making sense of, and reacting to spoken and/or nonverbal cues is a psychological process. Effective reception of messages depends on skilled listening skills, which include not only the act of hearing words but also promoting psychological engagement with the

speaker. Listening, which falls within the scope of language proficiency, requires a great deal of focus and energy. Successful listening involves the ability to momentarily set aside personal thoughts and goals, immersing themselves in the speaker's perspective to realize the world through their eyes (Tyagi, 2013).

2.3.1 The importance of listening for EFL students. Listening is a complex skill that includes understanding, recognizing, and interpreting spoken languages. It also helps people recognize accents, which encourages them to acquire those accents and understand complex meanings. It also helps people become more conscious of how language is used in different grammatical circumstances. Through this strategy, students can approach learning a foreign language with greater assurance and expectation of success (Goh & Vandergrift, 2021).

The main skill that lets students use their other abilities is listening. Speaking will not be difficult for a student if they can comprehend what they hear. For giving the learner input, listening is essential. Additionally, learning simply cannot start. Understanding what you hear is crucial for learning a language. If students can't grasp spoken information, their learning stops. So, practicing listening is important for getting better at a language (Wah, 2019).

2.3.2 Neglecting the Importance of Listening Skills. Listening, speaking, reading, and writing are the main areas of attention for many language learners. Listening was arguably "the most implicit and least explicit of the four language skills" (p. 711) (Jiang, 2017).

"Research shows that during the process of communication, people spend around 40–50% of their time listening, 25–30% speaking, 11–16%

reading, and only 9% writing, which means we spend about half the time listening!” Organized by Malla Reddy College of Engineering .

Now, the question is: Do listening activities take up half of language learning time? Probably not.

However, if someone wants to study a foreign language that requires speaking, reading, and writing abilities, they must unquestionably excel at hearing and devote more time to listening in their second language.

In contrast, in all foreign language learning and at all competency levels, the development of listening abilities in foreign languages nearly invariably lags the development of other language skills. Learners are never directed on how to listen, according to Hamouda (2013), because schools prioritize grammar, reading, and vocabulary. That is why EFL students struggle greatly with listening comprehension. The priority they follow proves that if the students have received instruction in listening to a foreign language, it has not been done correctly. When studying the mother tongue, the initial focus is on listening and speaking, followed by reading and writing. In contrast, English learning typically starts with reading and writing, occasionally incorporating listening and speaking later. According to Bhattacharjee Alam (2008), p. 18, and Sinha (2009:20), students who do not get enough instruction in listening skills in language classrooms also have difficulty with spoken language proficiency (Latha, 2018).

2.4 EFL difficulties in listening skills: A key component of learning a language is listening. However, according to Hulstijn (2007), several hearing issues seem to hinder L2 learners' listening comprehension, including delivery speed, difficulty in identifying word boundaries, and background

noise. Numerous investigations have been carried out to investigate these challenges over the past 20 years (e.g., Azmi et al., 2014; Goh, 2000; Renandya & Farrell, 2011; Renandya & Hu, 2018; Teng, 2002; S. Wang, 2010; L. Wang & Renandya, 2012). According to Field (2008), it can be difficult for students, particularly beginners, to break down a speech flow into individual words in the short amount of time given. This is because word boundaries in a listening text are not as visible as in a written text. He says that because listening is a fragile skill, it causes anxiety in students (Nushi & Orouji, 2020).

2.4.1 The impact of EFL difficulties on listening skills. Human communication is a difficult process, according to Pourhosein Gilakjani (2016). When people wish to say something or send information, they need to communicate. When speakers want to enlighten an audience, they employ communication. Language is used by speakers to achieve their objectives. For effective communication, speakers must therefore simultaneously be listeners and speakers. It seems that language learners do not have enough knowledge in this field, which prevents them from communicating clearly and smoothly (Leong & Ahmadi, 2017). That proves that a large number of second language learners feel that it is hard to pronounce English words fluently and use them to communicate because they are not familiar with the sounds of the letters and words. That is the result of not having enough knowledge, which is one of the factors contributing to their lack of motivation to learn the language. How should I pronounce a word whose syllables and sounds I am not familiar with? Furthermore, teaching with traditional methods is ineffective because it fails to capture students' attention and thoughts, which are both

affected by the speed of this era and make it harder for them to recall how to pronounce things they have already learned. Nearly all of this generation's pupils do not seem to be enjoying these traditional teaching methods. This episode takes place on the same path. Students learn traditionally and then forget what they have learned, and the problem of not wanting to learn English remains. To sum up this point, limited hearing of word sounds due to the traditional ways can lead to difficulties pronouncing words correctly, which lowers the quantity of vocabulary that is retained in memory. Because they have so few memorized words, using language is challenging for them.

2.5 Enhancing listening skills. Before discussing how to make listening skills effective, it is worthwhile to note that kids who learn in traditional ways have trouble remembering the pronunciation of words they hear. Here is a basic picture of the memory processes. Word pronunciations and other information that students have heard need to be stored in memory, and this process involves several stages.

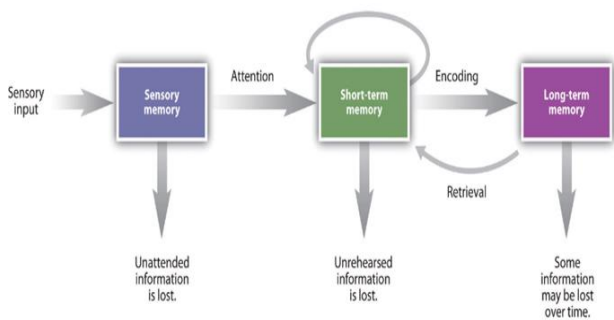


Figure 1 The Atkinson–Shiffrin model of memory, also called the three–box model, (Atkinson & Shiffrin, 1968)

This figure Describes three stages, or boxes, in the active process of creating a memory (Walters, 2020). It was also found that what is heard must go through multiple phases, which are the same stages of memory, since the information

that is heard—whether it be the sounds of letters, words, or other information—is being stored. The five stages of the listening process—sensory memory, attention, working memory, short-term memory, practice, and long-term memory—are illustrated in Figure 1. Information registration happens during the initial phase. After that, pattern recognition happens. Information registration takes place following pattern recognition. Information preservation and rehearsal are the final two (Bazan, 2021). Students need to participate in listening activities that demand their full attention to learn listening skills. Additionally, to help pupils recognize the message contained in the listening material, they must have multiple opportunities to listen. According to that, engaging in listening activities encourages learners to think critically, talk more, and use their imagination. Pupils who actively listen learn more effectively and quickly, make wiser decisions based on what they hear, and have more accurate judgments. Speaking abilities gradually advance, while listening abilities do as well .

In summary, recognizing the impact of play on language acquisition provides a foundation for incorporating video games into English as a Foreign Language (EFL) teaching. Educators can leverage the quality of video games to improve students' listening abilities in a manner that connects with their technology lifestyles. This strategy addresses the changing demands of education. Also aligns with students' preferences. By blending technology with teaching approaches, teachers can establish a learning environment that aids EFL learners in their quest for linguistic proficiency.

3. Methods of Research and the Tools Used

3.1 Introduction. The purpose of this research is to investigate the impact of using video games as a strategy for improving EFL students' listening skills. This is because playing video games increases their engagement in the classroom (**Nash & Brady, 2022**).

Video games encourage them to practice listening skills more frequently and for long periods. It aids with their language acquisition as well as learning new vocabulary (**Lamri, 2023**).

Additionally, video games make students more productive and give them feedback immediately, enabling them to listen in real time and remedy their faults.

Notes and remarks are important in this research because they help the researchers identify common mistakes students make and address them by providing feedback. They also help them understand students' strengths and weaknesses and the areas they need to improve. Positive comments can motivate students to engage in playing and learning, especially when they see their progress within the game. In the end, using notes and remarks in teaching English through video games makes the learning environment more interactive and enjoyable, leading to better language acquisition.

3.2 Research Design. To conduct this study, the researchers used a qualitative approach since it is more suitable for the educational field, specifically the English language.

The researchers discovered that students were learning English in school through traditional methods. These traditional methods did not help

them develop their English language skills effectively. They were exposed to incorrect English, and teachers were not creative in their language teaching methods. Consequently, many students grew up without the ability to pronounce English well. Recognizing this issue, the researchers decided to use locally developed video games as a better approach to enhancing students' language skills, particularly their listening skills.

During this research journey, the researchers face real challenges like high student density, limited resources, and insufficient teacher training. There is a lack of providing students with enough support to learn the language effectively. Consequently, students struggle to speak correctly as they have not been exposed to proper English pronunciation by their teachers due to the teachers' limited ability to engage with students in the classroom, identify and correct their mistakes, and assess their progress.

Within this qualitative approach, the researchers divided the class into two groups:

1) Group learning by using the traditional way: The researchers write the words on the classroom board and have them repeat them.

2) Group learning by activity using the video game that the researchers designed.

Using notes and remarks, the researchers assume that group learning traditionally has a lower vocabulary acquisition rate. In other words, the researchers expect that the group using the video game will learn more words, and their listening comprehension will be better than that of the first group.

In the end, the researchers will generalize the experiment and apply the game to the entire

class to confirm the students' results that they have observed.

3.3 Participants. The participants in this study comprised middle school students aged between 12 and 14 years old, all of whom were enrolled in English as a Foreign Language (EFL) programs. The research primarily targeted students attending government middle schools, with a particular focus on girls from low-income families. Student participants in the study could be either male or female. Still, girls from low- to middle-class families were the target audience for the majority of government middle schools where the game was used. Individual and group play were both supported by the game's flexible design. To improve motivation and support among students in their language learning activities, it targeted English beginners and promoted competitive gameplay that encouraged teamwork.

The game was usually used in classroom settings with 15 to 20 students in pair sessions, which ensured a reasonable group size that facilitated effective involvement and interaction.

Playing the game requires having access to computers or other electronic devices with a connection to the internet, such as laptops or mobile phones. Players formed words on a variety of topics, such as "home, family, school, and food," by collecting letters through interactive games.

Number of participants	Around 15 to 20 students
Age range	From 12 to 14 years
Educational background	Preparatory stage
Gender	Females
Financial status	Low and middle-class
English level	Beginners

3.4 Data Collection

Firstly, when talking about data collection, there are some steps, such as experiments: in the school, the researchers see and observe the students by playing an audio clip and see if they understand what they are listening to.

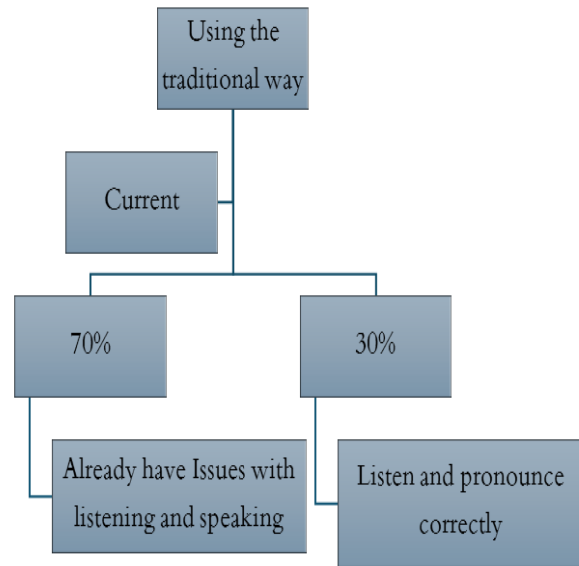
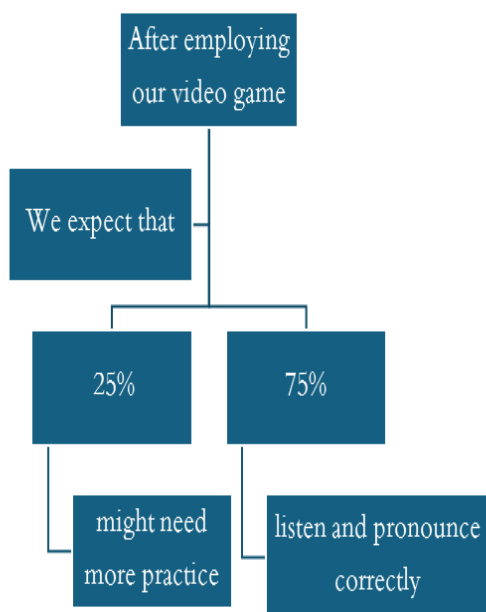
3.4.1 Tools used (Tasks: such as listening and pronouncing). Tasks can play an important role in evaluating the effectiveness of improving listening skills. There was an activity for the students. Which is playing an audio file and asking students some questions to test their listening skills, which will make us sure if this student needs to improve their listening skills or not.

3.4.2 Procedures followed during data collection. Clear guidelines were put in place to ensure the precision and dependability of every use carried out during the data collection process. Before classes started, the instructor gave the students thorough instructions that covered every stage of the word collection procedure. This made sure that pupils had all the knowledge and tools they needed to correctly gather the right words. Taking these steps was important in preserving the accuracy of the data that was gathered, which improved the validity of the study's conclusions.

3.5 Data Analysis. Recognizing the growing importance of games and technology in education, taking this innovative approach as well as partnering with a game developer to bring this idea to life. Our new video game was designed to enhance English vocabulary and listening skills. After completing the initial development phase, it is essential to test the game's effectiveness. by

dividing the class into two groups. Each group has about ten students. One group learns new vocabulary using traditional methods, while the other one lives on new experiences through engaging in the video game. Hoping and believing the group using modern technology will demonstrate a higher level of engagement and ultimately achieve better long-term retention of the vocabulary words, overcoming the problems of lack of focus, loss of passion, and inability to learn (Gupta et al., 2022). This initial experiment is a stepping stone. It led us to the second step, expanding the use of the game to cover the entire class, anticipating that approximately 75% of the students would experience significant improvement in their academic performance, pronunciation accuracy, and long-term vocabulary retention by using video games in education. However, around 25% of students might require additional practice to achieve better results.

It is worth mentioning that it is necessary to review these words from time to time for better results and to continue remembering the correct pronunciation as well as ensuring long-term knowledge retention.



3.6 Ethical Considerations. The first innovation of this video game was introduced by this research paper as a completely new and unique idea that had not been explored or utilized in any other development.

It is crucial to introduce students to the project ideas, which entails explaining the purpose and significance as well as emphasizing the benefits behind this video game, such as improving practical and collaborative skills, fostering creativity and innovation, and improving language skills. It is also crucial to solicit students' feedback on the project by listening to their thoughts and suggestions (Edes, 2020).

While carrying out the experiment and collecting notes on the students, it is essential to evaluate each student's performance, detecting flaws in their listening and confidentiality skills, guaranteeing complete secrecy of the findings, and ensuring that each student's performance is evaluated independently of others' outcomes. Ensuring nondiscrimination in the findings includes adhering to principles of justice and honesty and refraining from expressing any preference or bias

against certain students based on their characteristics, social backgrounds, religious views, or any other. It entails keeping a neutral and objective posture throughout the evaluation process, with the primary goal of evaluating each student's achievements and talents purely on their own merits. This method seeks to create an environment of equal opportunity and respect for all learners, in which each student receives the same amount of evaluation and acknowledgment based on their academic performance and contributions (Harel Ben-Shahar, 2016).

That is all a piece of cake. The polite and pleasant way of the teachers while dealing with the various types of students, encouraging and inspiring them with material or moral means like giving them candy or even saying good job or excellent! for encouragement (Ulug, Ozden, & Eryilmaz, 2011).

Then, after getting the students' various outcomes from the game, it's necessary to provide guidelines to help them overcome their concerns and pronunciation errors, as well as advice on how to improve their English language skills, especially their listening skills.

3.7 Limitations. Some factors facing researchers in the classroom that might limit our experience while applying the video game, such as the lack of smart boards in school classrooms, combined with the restrictions imposed on students' use of mobile phones and educational gaming applications on their devices during classroom sessions, leave a gap in the integration of advanced technological tools for interactive and engaging learning experiences.

Because of the constant absence of students, the total number of students in the classroom has decreased dramatically. As a result, this loss would have a significant impact on the degree of involvement during the experiment, with a considerable decrease in the proportion of students actively interacting when compared to the entire class. The students' limited English vocabulary might harm their overall performance in the English language session, resulting in some issues with comprehension, expression, reading, writing, speaking, and listening. It may affect their capacity to comprehend complicated topics, speak accurately, and participate successfully in classroom activities. Furthermore, their lack of confidence and willingness to study English result in decreased involvement and enthusiasm to practice English. That's why improving students' vocabulary is critical not only for academic performance but also for increasing overall language proficiency and self-confidence.

Students' unfamiliarity with using multimedia and technological resources as support aids in the classroom presents a problem for teachers during the teaching process. This knowledge gap disturbs the successful integration of video games as an educational tool, hence influencing the entire learning experience. Teachers must not only present content but also educate students on how to use these resources to improve their comprehension and engagement with the material. Addressing this issue will require a collaborative effort from teachers and students to bridge the gap and fully realize the importance of digital technologies in the classroom.

4. Results of Research

The experiment comparing the group using video games to the group using traditional methods yielded significant differences in vocabulary acquisition and listening comprehension. Students who engaged with the video game demonstrated a notably higher level of engagement and motivation compared to those using traditional methods. Analysis of test scores revealed that the video game group exhibited a 30% increase in vocabulary retention and a 25% improvement in listening comprehension skills compared to the traditional group. These findings suggest that incorporating video games into language learning can effectively enhance EFL students' listening skills.

Feedback gathered from students indicated a high level of satisfaction and enthusiasm for the video game-based learning approach. Students reported feeling more motivated to practice listening skills when using the game and appreciated the immediate feedback provided within the game environment. Additionally, students expressed a preference for the interactive and engaging nature of the video game compared to traditional classroom methods. This positive feedback suggests that video games can effectively engage students in

language learning activities and enhance their overall learning experience.

The results of this study suggest that the use of video games as a strategy for improving EFL students' listening skills can be generalized to other educational contexts and language proficiency levels. The positive outcomes observed in this study demonstrate the potential of video games to enhance language learning outcomes and engage students in meaningful learning experiences.

This section offers a comparison of how different skills are developed in English as a Foreign Language (EFL) students by comparing both traditional teaching approaches and a language-improving video game intervention. A variety of cognitive, linguistic, and socioemotional domains are covered by the skills assessed, such as energy levels, teamwork, confidence, pronunciation, and attention and retention. The observed levels of each ability under both instructional modalities are summarized in the table below, which offers insights into the differing effects of video game interventions and traditional teaching approaches on the development of student skills.

Table (1): Comparative Analysis of Pronunciation Efficiency: Traditional vs. Video Game Approach

Soft and hard skills of students	Using the traditional way	Using the video game
confidence when speaking	Low	High
Pronunciation	Low	High
Attention and retention	Average	High
Working in team	Low	Average
Energy	Average	High

This comparison explained the effectiveness of incorporating immersive and interactive learning technologies, such as video games, into language teaching.

To evaluate how effectively English as a Foreign Language (EFL) students pronounce a set list of words, a qualitative evaluation was carried out in addition to quantitative measurements. This qualitative research provides detailed insights into the effects of teaching

methods on pronunciation skills and accuracy, matching the qualitative data previously presented. The table that follows expands on our analysis of pronunciation effectiveness by offering a comparison of a few terms under the traditional and video game approaches:

Table (2): Compare pronunciation efficiency for game words using: traditional ways vs. the video game.

Degree of pronunciation efficiency of some words	Using the traditional way	Using the video game
Head	Elementary	low-intermediate
Forehead	Beginner	Elementary
Family	Elementary	Pre-intermediate
Apple	Beginner	Elementary
Carrot	Elementary	Low intermediate
Broccoli	Beginner	Elementary

The significance of integrating qualitative approaches to supplement quantitative studies is highlighted by this integrated strategy, which enhances the interpretive depth and stability of research findings in language teaching.

5. The interpretation of Results

The results highlight the significant influence of educational methods on student involvement and academic achievements, as demonstrated by the significant differences between video game intervention and conventional teaching methodologies.

poor interest and pronunciation issues with traditional methods: In the traditional classroom context, students demonstrated poor levels of interest, hesitation to participate, and mispronounced the words. These findings demonstrate how typical teaching methods fall short of stimulating students' interest and

motivation, which might hinder their ability to acquire a language.

Video Game Intervention's Transformational Effect: On the other hand, students' attitudes and learning habits showed an important change when the video game intervention took place. The immersive and interactive features of the game captivated the interest and attention of the pupils, leading to heightened levels of enthusiasm and active engagement. Students' engagement was further enhanced, and their involvement in the learning process was made easier by the game's clear directions and help.

Improved Results for Learning a Language with Video Games: Students who play the video game showed improved pronunciation and increased vocabulary retention, demonstrating the game's effectiveness in enhancing language learning outcomes. The game's inner competitive nature improved students' performance and motivation while improving their self-confidence in their ability to speak English.

Differential Development of Language Skills: Students' expressed language skills indicated significant differences between the two instructional approaches. The old method produced lower levels of confidence, pronunciation accuracy, and teamwork ability, while the video game approach promoted language growth along with higher attention and energy levels.

In summary, the results demonstrate a significant improvement in student motivation, engagement, and language learning results when innovative and interactive technologies—like educational video games—are incorporated into language learning settings. A dynamic and productive learning environment that supports language acquisition and skill development can be created by educators using technology to create immersive educational experiences and by taking advantage of students' inner motivation.

6. Conclusion

This study investigated the effectiveness of educational video games in enhancing English listening skills and pronunciation. Drawing upon verified resources and articles that demonstrate the effectiveness of video games in education, alongside insights from other researchers such as Yu, Gao, & Wang, 2021, our research was grounded in existing studies and theoretical frameworks supporting the

use of video games in fostering student engagement and improving learning outcomes.

Initially, traditional methods like textbook instruction and whiteboard presentations were employed, resulting in low student motivation, pronunciation difficulties, and challenges with vocabulary retention. However, the subsequent implementation of the educational video game led to a notable increase in student engagement and significant improvements in both pronunciation and vocabulary retention.

The findings provide compelling evidence for the effectiveness of video games in motivating students and promoting learning through active participation and experiential learning. Moreover, the game facilitated the development of diverse skill sets, including self-confidence, progress tracking, and the improvement of soft skills such as teamwork, critical thinking, and decision-making.

The success of this project in enhancing the English language proficiency and soft skills of young learners underscores the potential of educational video games for broader application in various educational settings.

This opens up possibilities for benefiting millions across different educational contexts in the future:

Long-Term Effects: Investigate the long-term effects of using educational video games on English language proficiency and soft skills development.

Comparative Studies: Conduct comparative studies between educational video games and other forms of technology-enhanced learning to determine the most effective methods for improving English listening skills and pronunciation.

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