The Effect of a Program Based on Electronic Educational Games in Developing the English Speaking Skill for Pupils of the First Cycle of Basic Education in Language Schools

by

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Abstract

The purpose of this study was to investigate the effectiveness of using online electronic games in developing English-speaking skills for 3rd grade pupils from Futures Language School, Nasr City, Cairo Governorate, and will be conducted over 8 weeks (for 31.5 study hours). A quasi-experimental design was employed, with 34 pupils divided into control and experimental groups. The experimental group received instruction using the implemented Study Program that uses online electronic games, while the control group received traditional instruction. A pre-test and post-test were conducted, as well as a feedback questionnaire. Results showed that the experimental group outperformed the control group in English-speaking skills, indicating the potential of online electronic games to enhance language learning outcomes. However, several limitations were recognized, including the study's location in a language school and its focus on a single age group. Based on these findings, recommendations were given for additional study to teachers, curriculum creators, students, and their parents to include online electronic games in language teaching for first-cycle basic education students to develop English speaking skills.

Keywords: Speaking skills, digital electronic games, Internet.

المستخلص

تهدف هذه الدراسة إلى التحقق من فعالية استخدام ألعاب الكترونية عبر الإنترنت في تطوير مهارات التحدث باللغة الإنجليزية لطلاب الصف الثالث بمدرسة طلائع المستقبل للغات بمدينة نصر – بمحافظة القاهرة، المدة الزمنية للدراسة ٨ أسابيع (٣١.٥ ساعة دراسية). تم استخدام تصميم شبه تجريبي، وتم اختيار ٣٤ تلميذة منقسمين إلى مجموعتين تجريبية وضابطة. تلقت المجموعة التجريبية التعليم باستخدام برنامج الدراسة المعد والذي يستخدم ألعاباً إلكترونية عبر الإنترنت (دولينجو)، في حين تلقت المجموعة الضابطة التعليم التقليدي. تم إجراء اختبار ما قبل الدراسة واختبار ما بعد الدراسة، بالإضافة إلى استبيان لجمع الملاحظات. أظهرت النتائج أن المجموعة التجريبية تفوقت على المجموعة الضابطة في مهارات التحدث باللغة الإنجليزية، مما يشير إلى إمكانية استخدام ألعاب الكترونية عبر الإنترنت لتعزيز نتائج تعلم اللغة. وذلك بالرغم من محدودية وقيود الدراسة، بما في ذلك مكان اجراء الدراسة في مدرسة لغات وتركيزها على مجموعة عمرية واحدة. توصي الدراسة بضرورة دمج ألعاب الكترونية عبر الإنترنت في تعليم اللغة للطلاب الأصغر سنًا وتسهم في الأدبيات المتعلقة بفعالية التكنولوجيا في تعليم اللغة.

الكلمات المفتاحية: الانترنت – الألعاب الالكترونية – مهارة التحدث.

Introduction

Progress in online communication and technology have made it easier to interact with others over the internet. The development of new technologies based on networks and communications has led to the rise of electronic games, which can play an important role in the learning process, especially in distance learning in the digital age.

Children all over the world play video games for entertainment, and since these games frequently use the English language in gameplay, they can formally help with informal English language instruction. English-language player interaction in online games can help non-native speakers become more confident and improve their speaking abilities. Despite the fact that some teachers are against using technology in the classroom, research has shown that players of English online video games perform better than non-players on tests of English vocabulary.

Online games are now more widely available thanks to new technologies, which makes it simple for students to take part in multiplayer games. It has been demonstrated that game-based learning improves students' academic performance as well as their social, emotional, motor, and language abilities, making it a crucial educational tool.

Speaking skill is the cornerstone of learning the English language. It depends on three axes: writing, reading, and listening; speaking skill allows the learner to employ his skills in these axes to be able to communicate and express himself in English correctly

Studies have shown that playing video games that involve player interaction and communication, which interact with characters and objects in English and deal with written and spoken information, can significantly improve a player's command of the English language. The pupil's confidence and language proficiency are improved as a result.

Thus, the main purpose of this study is to explore the effects of online video games on the English-speaking skills of 3rd grade primary school students in language schools.

Study Problem

The researcher observed a group of primary school students (25 students from the Future language school in Nasr City) and discovered poor English-speaking abilities as a result of limited vocabulary and grammatical knowledge as well as lack of language confidence. The issue is that, in comparison to other language skills, speaking skills do not receive enough attention from teachers. For students in the primary grades, developing their English-speaking abilities is essential, but it can be difficult due to shyness and lack of confidence. Due to the fact that students already spend a lot of time playing games that use the English language, online video games can be a helpful tool. To maximize the benefits for students' English-speaking abilities, technology and computers must be used in a structured learning environment.

Study Main Question.

- What is the effect of using online electronic games in developing English speaking skills for 3rd graders in language schools?

  Study Sub-questions:

1) What is the importance of teaching English speaking skills to primary school students?

2) What are the basic skills required to be developed by primary school students to speak English?

3) What are the methods and tools used by the teacher in the process of teaching English speaking skills?

4) What are the basic characteristics of online or electronic video games that can be used to develop English-speaking skills for primary school students?

Study Hypotheses

The following hypotheses are checked for validation:

- There is a statistically significant difference at the significance level (0.5) in the average scores of the experimental group in the speaking skills test, before and after the conduction of the program in favor of the post-test.

- There is a statistically significant difference at the level of significance (0.5) between the average performance of the experimental group and the control group in testing speaking skills in favor of the experimental group after conducting the program.

Objectives of the study

This study aims to:

- Determining and measuring the effectiveness of using online electronic games to develop English speaking skills for primary school students.

- Developing English speaking skills for primary school students through developing a program in which educational electronic games are used.

Significance of the Study

The study aims to improve students' English-speaking skills through online digital games and observe their interactions with English-speaking peers. It provides a guide to teachers on supporting students' English-speaking skills and suggests integrating **these new** technologies into the

classroom. The results can be used to improve primary-level curricula and inspire additional research into creative educational initiatives.

Study Delimitations

The study will be conducted at Futures Language School, Nasr City, Cairo Governorate, and will specifically target 3rd grade pupils in primary school. It mainly makes use of the online game Duolingo and focuses on improving English-speaking abilities. This study will only focus on Duolingo and English-speaking abilities; other language skills and games won't be directly addressed.

Literature Review

Speaking Skills

English is a universal language that is the main tool for cross-border communication in business, science, and tourism. Children must learn English if they are to reach their full potential in the modern world. One of the four main English language skills, speaking encourages students to actively participate in their own education and best demonstrates language proficiency. Fluent English speakers are more likely to learn more, advance their careers, and find satisfying employment.

The Importance of Speaking skills.

In today's worldwide environment, effective communication is essential for success. Since English is a worldwide language, it facilitates cross-cultural communication. Speaking is the most essential skill to master when studying a foreign or second language, although EFL/ESL teachers frequently undervalue it. In order to form grammatical sentences, take part in group debates and job interviews, give oral presentations, and attract people, it is essential to develop speaking skills. The academic, career, and personal prospects of students can all be considerably improved by improving their speaking skills.

English-speaking difficulties among students.

Understanding the context or objectives of conversations, learning new vocabulary, issues with pronunciation, a lack of confidence, and the fear of making mistakes in meaning or content while speaking are all difficulties that can arise when speaking English.

Elements of Speaking Skills.

For the majority of English language students, speaking is a real act of defiance. It should come as no surprise that the majority of people believe that speaking indicates a person's proficiency in a language. Speaking as one of the four skills that make up a language, must be practiced more to improve in order to become fluent in the target language that is being learned. Language learning is a pattern that one must follow in order to form a habit.

In addition, the experts make some points that students should be aware of when learning the speaking ability. These points include accuracy, such as (grammar, vocabulary, and pronunciation) comprehension and Fluency as introduced by (Brown, 2004).

Electronic educational games

Today, especially in primary schools, using technology in the classroom must include playing digital games. They are also well-liked among youngsters as a non-formal method of learning information and communication technology skills. Digital games have the potential to improve education at all levels when used properly. Digital educational games were observed in studies to enhance a variety of skills, including problem-solving, memory, critical thinking, and hand-eye coordination. Additionally, they can inspire students and improve their cognitive growth, which will increase their learning autonomy.

Educational games usage in primary education

It is believed that the traditional teaching approach is ineffective and unable to ensure learning outcomes that are satisfactory. All educational levels should incorporate digital game-based learning while taking into account the students' level of digital literacy. By adjusting to students' interests and passions, educational games offer a novel perspective on learning. They successfully foster student engagement, teamwork, and problem-solving abilities while fostering a fun and productive learning environment. Digital educational games that are well-designed can be effective teaching tools that enhance interactive, entertaining, and group projects, assisting students in acquiring knowledge and skills that cannot be effectively taught using conventional teaching techniques.

Primary education is the most appropriate stage for the integration of digital educational games. The use of digital game-based learning can be easily implemented by extending and supporting conventional teaching methods, and primary schools are better able to respond to new and complex challenges. Virtual worlds and simulations in online educational games have the potential to be crucial teaching aids. They motivate students of all sexes, ages, and educational levels and offer an accommodating setting for different learning groups to work toward common learning goals. Different student types can be taught by teachers using digital educational games.

Selecting the suitable educational language games.

It can be difficult to use games as learning tools in the classroom or at home because teachers must choose which games or what in a game is relevant to the desired learning. Additionally, information about the educational potential of games is infrequently included in teacher training programs. Teachers should think about things like the player's background,

the learning objectives, and the game's suitability, among other things, in order to use games effectively. Additionally, they should create a thorough lesson plan that addresses how to integrate the game into the overall curriculum, encourage learning using additional strategies, and assess the lesson. The game needs to be planned for the classroom.

Previous studies.

Numerous studies have examined the impact of using educational games, digital games, or online games to acquire language skills. These studies explore the effects of using technology for educational purposes and students' motivations to have fun and excitement in gaming environments. The development and acquisition of language skills are potential benefits of these games according to previous studies.

It became obvious from the majority of prior studies that all researchers at least agreed that using of digital games, or even traditional educational games, has a positive impact on the learning process generally because of its favorable impact on elevating ' motivation, enjoyment and self-confidence for students. It also turned out that the acquisition of language skills may be the biggest gain from the use of the educational or the digital games. Most of these studies used almost the same instruments to capture the data, pre-test, post-test, questionnaire, and observation check list. Also, most of them used 2 groups of participants (control and experimental one), again most of them used the quasi-experimental design based on a quantitative study.

Methodology

Study design

In this study, two groups of students participated in a quasi-experimental design, with one group using both traditional learning materials and a language learning game called Duolingo, and the other

group using only traditional materials. To ensure similarity and gauge the improvement in the experimental group's English-speaking skills, pre- and post-tests were administered to both groups. The investigation lasted for 8 weeks.

Study Variables

The study included an independent variable as the Program Based on Electronic Educational Games "using Duolingo Language Learning Game", and the dependent variable as the English-speaking skills.

Study participants

Two groups of pupils from the Futures Educational System Language School located in Nasr City, Cairo, were chosen in our research study; one group served as the control group and the other as the experimental group. Each group was selected from a different class, but both groups had to contain 17 pupils from the 3rd grade of the primary stage, all the participants were girls.

Study Instruments

In order to measure the improvement in the experimental group's language skills following use of the Duolingo game, the researcher used three instruments: a pre-test to assess the speaking skills of both the control and experimental groups, a post-test, and the Duolingo game itself, which was used with the experimental group to improve their English-speaking skill. Also, the researcher conducted a feedback questionnaire.

Validity of the Instruments

Using a pre-test and post-test based on David P. Harris' "Testing English as a Second Language" and the "Highly Structured Speech

Samples Test," this study sought to ensure the validity of the instruments used to assess students' English-speaking skills. Pronunciation, grammar, vocabulary, comprehension, and fluency were among the key statistics used to assess the students' English-speaking skills.

The study also took into account the opinions of a jury of professors from the English Language Department in the College of Education and experts for the pre-test and post-test samples and materials.

Reliability of the Instruments

Through inter-rater agreement, this study confirmed test reliability. Each student's test was scored by three raters, and the results were presented in statistics. High agreement was found using the Intraclass Correlation Coefficient (ICC) between raters in both groups. Speaking skills assessments were reliable, according to the results of a Samples T-Test, which revealed no significant differences in the mean scores between the experimental and control groups.

Analytic Speaking Skills Evaluation Rubric

An analytical rubric was used in the study to evaluate students' speaking skills. It inspired from David P. Harris' "Testing English as a Second Language". By categorizing speaking talents into separate

criteria, this rubric gives an objective evaluation. It offers defined performance criteria and standards and aids in identifying opportunities for improvement. It offers a comprehensive and accurate evaluation of speaking skills in contrast to pass/fail or holistic rubrics.

Skill	Poor (1)	Good (2)	Very Good (3)	Excellent (4)
Rate	1	2	3	4
Pronunciation	Pronunciation is difficult to understand due to frequent errors in stress and intonation	Pronounces some words correctly with noticeable errors in stress and intonation	Pronounces most words correctly with some minor errors in stress and intonation	Clearly pronounces all words with accurate stress and intonation
Grammar	Struggles to use basic grammar structures accurately	Uses simple grammar structures with frequent errors	Uses appropriate grammar structures most of the time with occasional errors	Uses appropriate grammar structures accurately and consistently
Vocabulary	Struggles to use vocabulary words accurately	Uses a limited range of vocabulary words with frequent errors	Uses a good range of vocabulary words with occasional errors	Uses a wide range of vocabulary words appropriately and effectively
Fluency	Struggles to speak fluently	Speaks slowly with frequent hesitation or repetition	Speaks mostly smoothly with some hesitation or repetition	Speaks smoothly and easily without hesitation or repetition
Comprehension	Struggles to understand and respond to questions and statements	Sometimes understands and responds to questions and statements	Usually understands and responds to questions and statements	Clearly understands and responds to questions and statements

Data Collection

Pre/ Post-test data collection

Analytic Speaking Skills Evaluation Rubric

Rater Name:								Date:

S.	Class Name	(Experimental Group)	Pronunciation (4)	Comprehension (4)	Grammar (4)	Fluency (4)	Vocabulary (4)	(Speaking skill) Total score from 100
1	Name-1	Student -1	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	SUM*5
2	Name-2	Student -2	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	SUM*5
17	Name-17	Student -17	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	SUM*5

In this study, both the experimental and control groups, consisting of 17 students each, took pre/post speaking skill tests, answering questions related to some pictures. The tests were recorded and rated by two cooperative teachers as well as the researcher herself, using the rubric mentioned earlier. Three scores were given to each student by each rater, and then the three scores combined to give a percentage score. The scores were compiled in Table as following for further analysis

Feedback questionnaire data collection

After the study program and post-test were completed, the experimental group was given a feedback questionnaire, for which the study used MS Forms to gather data. 20 closed-ended questions using a Likert scale were included in the questionnaire to gather feedback on how engaging, effective, and enjoyable the program was. 17 students filled out the questionnaire with the assistance of their parents. The closed-ended questions were examined using descriptive statistics.

Study Program

A study program based on Electronic Educational Game Duolingo was designed for developing the English-speaking skills for Pupils of the 3ʳᵈ grade of First Cycle of Basic Education in Language Schools. The program's **goals** are to give students the skills they need to use technology effectively for learning and to foster a learning environment that encourages resilience, self-assurance, and a willingness to take risks. The study **plan** includes a carefully chosen curriculum, a range of instructional techniques, online seminars, and conventional in-person classroom sessions. The study program's curriculum is based on the English textbook for 3ʳᵈ graders, with an emphasis on helping students improve their English-speaking skills.

The study program's design criteria.

In order to carry out the study program, the researcher used a variety of technical teaching methodologies, with Duolingo as the main teaching resource. The curriculum was implemented using a variety of resources, including digital tools like Zoom, Duolingo, and WhatsApp, as well as conventional textbooks, flashcards, images, and whiteboards.

Assessment and Development

Pre-assessment, formative assessment, and summative assessment were all part of the evaluation of the study program. An analytical scoring rubric was utilized to evaluate the students' speaking skill levels, and pre- and post-tests were performed to evaluate how well the study program had improved the students' English-speaking abilities. The teacher's guide, which includes specific learning objectives for each session, offers ideas for continuation and extension, and offers guidance on how to present the content, outlines the basic concepts of the program.

Duration and implementing

The study program was a mix of online and face-to-face classes and lasted eight weeks, from February 11 to April 11, 2023. Many strategies were employed, including goal-setting, meeting planning, content grouping, and encouraging pupils.

Data Analysis, Results and Findings

This chapter describes the results of a study on "The Effect of a Program Based on Electronic Educational Games in Developing the English-Speaking Skill for Pupils of the First Cycle of Basic Education in Language Schools." Evaluations of the pre- and post-tests, as well as a feedback questionnaire, were used in the study's mixed-methods methodology. The experimental and control groups differed, as shown by descriptive statistics and statistical analysis. The recommendations for additional research are discussed in the findings, along with comparisons to earlier studies. The study offers insightful information regarding how well English-speaking abilities are enhanced in language school settings by using electronic educational games.

Results of the Pre-Test

The ANOVA analysis of the pre-test data indicated no significant difference between participants, with a between-people mean square of 446.970, $F(33, 66) = .952$, and $p = .391$. The within-people between-items mean square was 14.951, and the residual mean square was 15.709. The ICC results showed high consistency between raters, with a single measures ICC of .901 and an average measures ICC of .965. The t-tests conducted between the three raters indicated that there were no statistically significant differences between the means of the two groups. The pre-test was shown to be reliable based on statistical analyses and a high internal consistency coefficient of 0.898. There were no significant differences

between the experimental and control groups on the pre-test measures, indicating that the two groups were evenly matched at the beginning of the study. Overall, the pre-test measures were deemed to be a valid and reliable method of determining participants' baseline performance on the measures.

ANOVA Pre-Test

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.901[a]	.834	.946	28.454	33	66	.000
Average Measures	.965[c]	.938	.981	28.454	33	66	.000

Interclass Correlation Coefficient (ICC) Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RaterA	Equal variances assumed	.383	.541	.361	32	.720	1.765	4.883	-8.181-	11.711
	Equal variances not assumed			.361	31.804	.720	1.765	4.883	-8.184-	11.713
RaterB	Equal variances assumed	.617	.438	.385	32	.703	1.471	3.821	-6.312-	9.253
	Equal variances not assumed			.385	31.640	.703	1.471	3.821	-6.315-	9.257
RaterC	Equal variances assumed	1.116	.299	1.301	32	.203	5.588	4.296	-3.163-	14.339
	Equal variances not assumed			1.301	30.854	.203	5.588	4.296	-3.176-	14.352

Independent Samples T-Test

Results of the Post-Test

The ANOVA analysis showed a significant difference between people with a sum of squares of 13552.206 and a mean square of 410.673. However, the within-people/between-items factor did not reach statistical significance, with a sum of squares of 3.431, a mean square of 1.716, and a non-significant F-value of .083. The ICC values of .863 for single measures and .950 for average measures indicate high levels of agreement between raters, suggesting that the post-test was reliable with a high level of internal consistency indicated by a Cronbach's alpha coefficient of .95. The ANOVA results showed that there was no significant difference

between the two groups on the post-test, indicating that the two groups performed similarly on the test. Overall, these results suggest that the post-test is a reliable measure, with consistent and agreement ratings from the three raters, and that the two groups have no significant differences in their performance on the test.

		Sum of Squares	df	Mean Square	F	Sig
Between People		13552.206	33	410.673		
Within People	Between Items	3.431	2	1.716	.083	.920
	Residual	1363.235	66	20.655		
	Total	1366.667	68	20.098		
Total		14918.873	101	147.712		

Grand Mean = 51.4216

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Total		14918.873	101	147.712		

Grand Mean = 51.4216

ANOVA Post-Test

	Intraclass Correlation[b]	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.863[a]	.774	.924	19.882	33	66	.000
Average Measures	.950[c]	.911	.973	19.882	33	66	.000

Intraclass Correlation Coefficient

Testing for the first study Hypothesis.

The study hypothesis is that there is a statistically significant difference in the average scores of the experimental group in the speaking skills test, before and after the program. A paired sample t-test was conducted, which revealed a significant difference between the mean pre-

test and post-test scores. The mean score for the pre-test was 41.6667 with a standard deviation of 12.20614, and the mean score for the post-test was 51.4216 with a standard deviation of 11.70004. The paired sample correlations show a strong positive correlation between the pre-test and post-test scores, suggesting that the two measures are related. The effect size measures suggest that the program had a substantial impact on the speaking skills of the participants.

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTestMean	41.6667	34	12.20614	2.09334
	PostTestMean	51.4216	34	11.70004	2.00654

Paired Samples Statistics

		N	Correlation	Sig.
Pair 1	PreTestMean & PostTestMean	34	.772	<.001

Paired Samples Correlations

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PreTestMean - PostTestMean	-9.75490	8.09386	1.38808	-12.57898-	-6.93082-	-7.028-	33	<.001

Paired Samples T.Test

Testing for the second study Hypothesis.

The study evaluated the second hypothesis that there is a significant difference in the average performance of the experimental and control groups in testing speaking skills after conducting the program. An independent samples t-test was conducted, and the mean score of the experimental group (56.5686) was significantly higher than the control group (46.2745) on the post-test. The test results were significant (t = -2.823, df = 32, p = .008, two-tailed), and the effect size was moderate-to-

	GroupID	N	Mean	Std. Deviation	Std. Error Mean
PostTestMean	Control Group	17	46.2745	11.61491	2.81703

large (Cohen's d = -0.968, Hedges' correction = -0.945, and Glass's delta = -1.078). These findings support the second study hypothesis.

Group Statistics

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
PostTestMean	Equal variances assumed	1.160	.290	-2.823-	32	.008	-10.29412-	3.64645	-17.72169-	-2.86655-
	Equal variances not assumed			-2.823-	30.843	.008	-10.29412-	3.64645	-17.73262-	-2.85561-

Independent Sample T.Test

		Standardizer[a]	Point Estimate	95% Confidence Interval Lower	Upper
PostTestMean	Cohen's d	10.63113	-.968-	-1.674-	-.249-
	Hedges' correction	10.88868	-.945-	-1.635-	-.243-
	Glass's delta	9.54650	-1.078-	-1.833-	-.298-

Independent Samples Effect Sizes

		N	%
Cases	Valid	17	100.0
	Excluded [a]	0	.0
	Total	17	100.0

Case Processing Summary

Cronbach's Alpha	N of Items
.785	20

Reliability Statistics

The feedback questionnaire Results

The questionnaire used in the study consisted of three main categories of questions. The reliability of the data was tested and indicated that most of the items contributed to the overall reliability of the questionnaire. Descriptive statistics showed that the pupils have a positive impact towards the study program. The study program had a significant positive impact on the participating students' English-speaking skills, but

some students still lack confidence in speaking English. The Duolingo language game was found to be very effective in improving speaking skills but had moderate effectiveness in other language elements such as grammar, reading and writing, and vocabulary. Mean scores ranged from 3.06 to 4.59, indicating more positive responses, and standard deviation and variance varied across items, indicating differences in the amount of variability in responses for each question.

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

Likert Scale Coding

Conclusion and Recommendations

Conclusion of the results

In conclusion, the study's overall goal was to find out how 3rd graders in language schools could improve their English-speaking skills by incorporating online electronic games such as Duolingo in the learning process. The study's findings demonstrated the positive correlation between the participants' improvement in their English-speaking skills and their use of online electronic games through the study program. This study's observation of the positive effect of online video games on the improvement of English-speaking abilities is a promising development. It implies that using such games to supplement language instruction can be a successful method of boosting young learners' language learning outcomes. In addition, certain limitations from the study were noted, and these should be taken into account in subsequent investigations. These

results demonstrate the potential of using electronic games in the classroom, especially for young learners.

Conclusions Drawn from the Study

The study findings suggest that the use of online electronic games can be an effective approach for developing English speaking skills for pupils of the first cycle of basic education. The study showed that the experimental group who received instruction using online electronic games outperformed the control group who received traditional instruction. This indicates that online electronic games have the potential to enhance English speaking skills outcomes. Therefore, incorporating online electronic games in language education for pupils of the basic education can be a promising approach.

Recommendations for Further Research:

- Repeat the study in multiple educational environments and age groups to determine the findings in general terms.

- Examine the efficiency of various forms and types of online electronic games in the development of various language abilities.

- Look at the usefulness of using other types of technology in language instruction, such as virtual reality or augmented reality.

- Investigate the long-term effects of adding online electronic games into language teaching.

- Conduct qualitative research to learn more about students' perceptions and attitudes concerning the usage of online electronic games in language learning.

Recommendations for Teachers:

- Use online electronic games in language lessons to increase student engagement, motivation, and language learning results.

- Provide students with a full language learning experience by using a variety of online electronic games that target different language skills.

- Ensure that the online electronic games used in language instruction are acceptable for the age group and connected with the curriculum objectives.

- Instruct students on how to use online electronic games successfully for language learning.

Recommendations for Curriculum Developers:

- Incorporate online electronic games into language curricula to improve students' language learning outcomes.

- Create standards for selecting and deploying online electronic games in language instruction to ensure their effectiveness and appropriateness.

- Provide professional development opportunities for language teachers to improve their knowledge and skills in using online electronic games in language instruction.

- Ensure that the incorporation of online electronic games in language education is consistent with the most recent pedagogical approaches and language teaching ideas.

Recommendations for Students and their parents:

- Encourage students to use online electronic games for learning language purposes to enhance their various language skills in a fun and interactive way.

- Ensure that the online electronic games used by students are appropriate for their age and aligned with their language learning objectives.

- Monitor students' use of online electronic games and provide them with guidance on how to use them effectively for language learning purposes.
- Provide students with opportunities to practice their language skills outside the classroom using online electronic games.

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