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**EFL INSTRUCTORS' PERCEPTIONS OF VIDEO
GAMES AS LANGUAGE LEARNING TOOLS**

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GAMES AS LANGUAGE LEARNING TOOLS**

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Eğitim Bilimleri Enstitüsü Müdürlüğüne,

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ÖZ

İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN VIDEO OYUNLARININ DİL ÖĞRENME ARAÇLARI OLARAK KULLANILMASINA İLİŞKİN ALGILARI

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Çalışmanın amacı, yabancı diller yüksekokullarında görev yapan İngilizce öğretim görevlilerinin oyun deneyimlerini ve alışkanlıklarını, genel olarak video oyunlarına ve dil öğrenme araçları olarak gördükleri video oyunlarına dair algılarını, aynı zamanda video oyunlarını birer ders dışı etkinlik olarak entegre etme konusundaki görüşlerini incelemektir. Bu amaçla, çalışmada nitel ve nicel veri toplama yöntemlerini birleştiren karma bir yöntem kullanılmıştır. Veriler çevrimiçi anket ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Katılımcılar, Türkiye'deki çeşitli üniversitelerin yabancı diller yüksekokullarında görev yapan 147 İngilizce öğretim görevlisinden oluşmaktadır. Katılımcılardan 10 tanesi gönüllü olarak mülakata katılmıştır. Bulgular, İngilizce öğretim görevlilerinin oyun deneyiminin ve bilgisinin sınırlı olduğunu ortaya çıkarmıştır. Bununla birlikte, genel olarak video oyunlarına ve dil öğrenme araçları olarak gördükleri video oyunlarına karşı olumlu bir algıya sahiptirler. Öğretim görevlileri, video oyunlarının yabancı dil öğrencileri için potansiyel faydaları olduğunu belirtmişlerdir. Ayrıca, çalışmanın sonuçları, İngilizce öğretim görevlilerinin, kısıtlı zaman, sabit müfredat ve oyun okuryazarlığı eksikliği gibi engeller nedeniyle video oyunlarını öğretimde kullanmasalar da, genellikle video oyunlarını öğretime entegre etmeye yönelik olumlu görüşlere sahip olduklarını göstermiştir. Ayrıca, bu konu hakkında bilgi almaya ve video oyunlarını gelecekte kullanmaya isteklidirler. Bunun yanı sıra, çalışma cinsiyet, mezun olunan bölüm ve kıdem gibi farklı faktörlerin öğretim görevlilerinin algılarını nasıl etkilediğini ortaya koymuştur. Sonuçlara dayalı olarak, mesleki gelişim, öğretmen eğitimi, ders dışı İngilizce etkinlikler ve ileriye dönük araştırmalar için ışık tutan önemli çıkarım ve önerilerde bulunulmuştur.

Anahtar sözcükler: ders dışı İngilizce, İngilizce öğretim görevlileri, öğretim görevlilerinin algıları, video oyunları, yükseköğretim

ABSTRACT

EFL INSTRUCTORS' PERCEPTIONS OF VIDEO GAMES AS LANGUAGE LEARNING TOOLS

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The purpose of the study is to investigate EFL (English as a Foreign Language) instructors' gaming experience and habits, their perceptions of video games in general, their perceptions of video games as language learning tools, and their views on integrating video games as extracurricular activities. To this end, a mixed method which combines qualitative and quantitative data collection methods was employed. The data were collected via an online questionnaire and semi-structured interviews. The participants were 147 EFL instructors working at schools of foreign languages at various universities in Turkey. 10 of the participants volunteered to participate in the interviews. The findings showed that EFL instructors' gaming experience and knowledge are limited. Nevertheless, they hold positive perceptions regarding video games in general and video games as language learning tools. They recognized the potential benefits of video games for language learners. Furthermore, the results demonstrated that although EFL instructors do not use video games in their teaching due to barriers, such as time constraints, fixed curriculum, and lack of game literacy, they have positive views on integrating video games into teaching. Moreover, they are willing to learn more about video games and use them in the future. Additionally, the study indicated how different factors, such as gender, field of graduation, and teaching experience, influence the instructors' perceptions. Based on the results, significant insights and implications were provided, which shed light on professional development, teacher education, extracurricular English activities, and further research.

Keywords: extracurricular English, EFL instructors, instructors' perceptions, video games, higher education

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LIST OF ABBREVIATIONS

COTS	: Commercial-off-the-shelf
DGBL	: Digital Game-based Learning
DGSL	: Digital Game-supported Learning
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ELTE	: English Language Teaching Education
GBL	: Game-Based Learning
MMOG	: Massively Multiplayer Online Games
MMORPG	: Massively Multiplayer Online Role-Playing Games
NPC	: Non-Player Characters

CHAPTER I

INTRODUCTION

Video games have undergone many developments and changes throughout history up to the present day. Advances in technology have inevitably revolutionized the video game industry, transforming it from a pastime to one of the most prevalent and rapidly growing forms of entertainment. This growth has also led to an increase in the number, variety, and complexity of games, resulting in the emergence of a huge video game culture and subcultures. Once only a mere hobby for children and teenagers, video games have become an essential component of popular culture, appealing to people of all ages, genders, professions, and socio-economic levels. With this diversification, the way games are perceived has also changed significantly. Opinions on video games are quite controversial. It is commonly argued that video games have harmful effects, such as being addictive, distracting, promoting violence, and causing social skill impairments (Freedman, 2002; Kuss, 2013; Lin, 2013; Shaffer et al., 2005). However, multiple studies have revealed that playing video games is not harmful or a waste of time; on the contrary, they provide players with several benefits in various aspects, such as enhancing cognitive skills, and development of intellectual abilities (De Aguilera & Noguero, 2003; Kirriemuir & McFarlane, 2004), and more importantly, fostering learning (Gee, 2013).

Given that the gaming industry is dominated by anglophone countries, most video games are likely to be played on globalized gaming platforms in their original language, which is predominantly English, regardless of other available language options (Piirainen-Marsh & Tainio, 2009). Considering the vast number and diversity of game players today, it is more than probable that English is either a foreign or a second language for most of those players around the world. As Cornillie et al. (2012) emphasise, the growth of online games has expanded the opportunities for players to engage with foreign languages.

It is evident that video gaming enables English language learners to access the wider English-speaking community (Jenkins, 2015). Thus, the influence of video

games on language learning has drawn a great amount of scholarly attention. However, this attention has primarily remained limited to the implications of educational games in classroom learning. The research regarding the use of video games in class-based teaching reveals a large number of drawbacks and obstacles. These limitations include lack of financial and technical support, curriculum limitations, insufficient class hours, poorly designed educational games, lack of skills and knowledge about video games, difficulty in finding suitable games, and negative parental/school reactions (Bedir & Müftüoğlu, 2016; Beggs et al., 2009; Bensiger, 2012; Koh et al., 2011; Rocha et al., 2018; Sandford et al., 2006). Although often overlooked, incorporating video games as supplementary tools outside of the classroom setting has the potential to eliminate the aforementioned challenges as it excludes the time constraints imposed by the curriculum and the need for specialized games, and allows for the flexibility of material selection without direct teacher intervention. Previous research highlights that informal learning within a foreign language context may even prove to be more effective in achieving a higher level of proficiency in the target language than formal language learning (Cole & Vanderplank, 2016). Therefore, integrating video games as extracurricular activities in English language teaching might have the potential to offer significant benefits and contributions.

Regarding extracurricular activities, there are many terms used in the literature, such as *extramural*, *out-of-class activities*, *non-class-based activities*, *informal learning*, *autonomous learning*, and so on (Cole & Vanderplank, 2016; Hall, 2009; Sundqvist, 2009). While these terms are often used interchangeably, they have their own specific fields and meanings. The term *extracurricular activities* is chosen as an umbrella term for the context and scope of this study.

1.1. Statement of the Problem

It is widely accepted that the general characteristics of video games correlate with the ideal language acquisition environments (Buckley & Anderson, 2006). Video games create opportunities for social interaction, immersion, personalised learning, and autonomy over learning, and provide new and unique sources of motivation to learn (Ebrahimzadeh & Alavi, 2017; Rudis & Poštič, 2018; Thorne, 2010; Zhao & Lai, 2009). Also, online communities around video games create a “beyond-game” culture (Gee, 2008) and increase involvement and social interaction aspects. Therefore, video games, an integral part of young people’s daily routine (Sylvén & Sundqvist, 2012),

need further attention from English language teachers. However, the substantial growth of video games as an industry and the number and demographic variety of gamers in recent years may have different effects on the perception of English language teachers. There might be a generational gap between teachers and the students belonging to the “gamer generation”, whose learning styles, educational requirements, desires, and goals are quite different from those of their predecessors. Teachers who are not exposed to games through their own education or personal life might be ignorant of the features and the potential video games can offer for the new generation in terms of foreign language education. They may even have a negative bias towards video games, and discourage their students from participating in game-related out-of-class activities. The previous research shows that even primary teacher candidates, secondary teacher candidates, and other university students have disparities in their perceptions of video games (Pozo et al., 2022). Thus, the investigating the perceptions of a different group, EFL instructors, is of paramount importance.

1.2. Significance of the Study

The present study is significant in several aspects. Although the potential and effectiveness of video games on language learning have been widely researched with very promising results (Ebrahimzadeh & Alavi, 2017; Rudis & Poštič, 2018; Thorne, 2010), the number of studies investigating in-service teachers’ perceptions of video games is scarce in Turkey, even fewer for EFL instructors, who work at schools of foreign languages in higher education. Schools of foreign languages, in which learners attend for one year to acquire a certain level of proficiency in English, are worthy of consideration as the improvement in English language skills is the primary goal of learners at these schools, and they provide better opportunities for educators to observe the progression of the learners in this level of higher education. However, there is not sufficient research exploring the perceptions of EFL instructors regarding video games. A great amount of the current literature deals with the perceptions of learners or pre-service teachers (Can, 2003; Güleröğlu, 2015; Hsu & Chiou, 2019). Additionally, the majority of the existing literature focuses on exploiting educational games in the classroom (İnce & Demirbilek, 2013; Rocha et al., 2018); however, the potential of video games as extracurricular English activities still remains unexplored. Therefore, the present study aims to address this gap by revealing the perceptions of

EFL instructors in Turkey regarding the use of video games as extracurricular English activities. More precisely, the present study examines EFL instructors' gaming experiences and habits, their perceptions of video games in general, their perceptions of video games as language learning tools, and their views on using video games as extracurricular English activities depending on the variables, such as gender, level of education, field of graduation, and teaching experience. The findings of this study will help us better understand the function of video games as extracurricular English activities in language education as well as provide practical insights into the integration of video games as a language learning tool. Furthermore, professional development programs for in-service teachers might be organized to raise awareness of the potential of video games as supplementary tools. Moreover, existing teacher training courses or units covering video games might be revised or supplemented accordingly. A further significance is that anyone interested in the use of video games in language instruction, such as language teachers, educational researchers, or future material developers would be better informed by a comprehensive understanding of the perceptions and views of EFL instructors toward video games.

1.3. Purpose of the Study

This study attempts to explore EFL instructors' video gaming habits and experiences, their perceptions of video games in general, their perceptions of video games as language learning tools, and their views on using video games as extracurricular English activities. Depending on the results, we will be able to gain insights into EFL instructors' perceptions of video games in Turkey and present educational implications for ELT and ELTE (English Language Teacher Education) programs. For this purpose, the current study addresses the following research questions:

1. What are EFL instructors' gaming experiences and habits?
2. What are EFL instructors' general perceptions of video games?
3. What are EFL instructors' perceptions of video games as language learning tools?
4. What are EFL instructors' views on integrating video games in English language teaching as extracurricular English activities?
5. To what extent do EFL instructors' gaming experiences and habits, their general perceptions of video games, their perceptions of video games as

language learning tools, and their views on integrating video games in English language teaching as extracurricular English activities change depending on their

- a. gender?
- b. level of education?
- c. field of graduation?
- d. teaching experience?

1.4. Assumptions

In this study, it is assumed that;

- a. The participants filled out the questionnaire carefully and truthfully.
- b. The participants answered the interview questions honestly and sincerely.
- c. The answers collected through interviews include good enough self-reflection and self-awareness from participants.
- d. The methodology, that is, the design, research instruments, and the sample size, is appropriate to obtain reliable and valid results.

1.5. Limitations

There are a number of limitations in the present study. First of all, the number and the diversity of the participants might not be sufficient to generalise the results of the study to the wider population of EFL instructors. Also, the term “video games” could not have been clear for all the participants even though the definition of video games was provided at the beginning of the questionnaire and the interview sessions. This might have resulted in misinterpretations of the questions in the questionnaire and the interview. Besides, the interview sessions were conducted in English, which is not the native language of the participants. This might have an impact on the interview responses. Additionally, as the previous research on the EFL teachers’ perception of video games as language learning tools in the context of Turkey is scarce, this study might be limited in comparing the results over years and other demographics; however, it may also serve as a base for further research.

1.6. Definitions

This section briefly defines the key concepts and major terms which will be discussed in detail throughout this study.

Video game: A video game is defined as “a game which we play thanks to an audio-visual apparatus and which can be based on a story” (Esposito, 2005, p.2). The term *video game* functions as an all-inclusive term in the present study and refers to all games played on electronic devices such as computers, gaming consoles, tablets, or mobile phones (Wu, 2015). The terms *computer games*, *digital games*, or *electronic games* are also used interchangeably with *video games*. As Donovan (2010) emphasises, the term *video games* is mainly preferred in the current study because it appears more common and is regarded as broader and inclusive in the literature.

Commercial off-the-shelf digital games (COTS): Digital games that are created exclusively for entertainment, with no intent to be integrated into learning or education. (Charsky & Mims, 2008, p. 38).

English as a Foreign Language (EFL) Instructor/Teacher: Instructors who teach English as a foreign language in higher education, more commonly at schools of foreign languages in Turkey.

Extracurricular English activities: Also known as extramural, out-of-class, or supplementary activities are any kind of linguistic activities in which students engage outside of the classroom in their leisure time (Marsh, 1992).

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a detailed review of the literature in two main sections. In the first section, the key terms and concepts are explained in a top-down manner in order to set the framework of the current study. The second section introduces related studies and critically evaluates them to establish a valid ground for the research questions.

2.1. Theoretical Framework

This section presents the description of the main terms and concepts in the study. Firstly, video games are introduced along with the game genres, gamer types, and gaming experience. After that, the relationship between video games, learning, and language learning is discussed. Then, the potential that video games hold in English language teaching is presented. The final part of this section explains extracurricular activities and their importance in language teaching.

2.1.1. Video games

Dating back to the 1950s, the concept of video games has over 70 years of history; however, video games did not begin their journey as popular as they are today. Having a great influence on mainstream entertainment in today's world, video games and gaming culture have emerged silently and gradually. Although the matter of "the first video game" is still nebulous, there is adequate information to have a general idea of what circumstances led to their appearance and how they developed into a huge industry.

In the late 1950s, when TVs were getting widespread in houses as a hegemonic entertainment tool and the whole attention was on them, scientists were working hard on humanizing computers. One of the instruments they used to test and upgrade the computers was creating simple real-world games in the virtual world. As Donovan (2010) remarked, they were trying to create computers that could play against and even

challenge humans. Therefore, it can be concluded that it was the artificial intelligence studies that brought video games to life, that is, the preliminary studies on video games were for academic purposes rather than for creating a new entertainment tool.

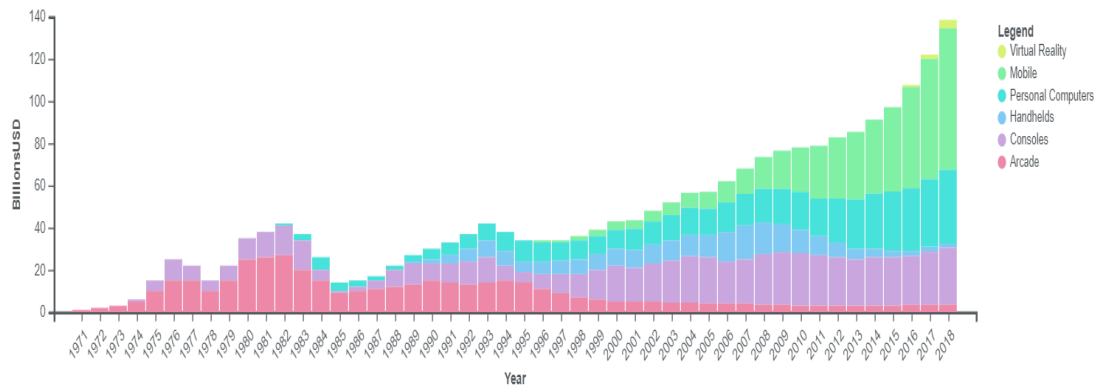
Before the 1960s, computer scientists had already succeeded in teaching computers how to play chess, checkers, and several other board games. Even though these games were groundbreaking and inspiring in the fields of programming, machine learning, and artificial intelligence, they could not be considered video games because they were not likely to be run on a personal computer, and they had not been developed for fun. Nevertheless, these studies and experiments did not escape the notice of game developers, and they led to the forerunners of modern video games, such as *Tennis for Two* in 1958 (Donovan, 2010).

At the beginning of 1960, the game called *Spacewar!* stood out. The game, which drew many other students' attention, was developed by a group of students at MIT. However, they never aspired after turning this endeavour into cash because the prerequisites to play this game in the houses were beyond reach for many people; for instance, having a computer cost over a hundred thousand dollars back then. Hence, they failed to commercialise their game despite the sensation it created (Donovan, 2010). These attempts were followed by the game called *Pong* in the 1970s, which became very popular and introduced millions of people to what a video game is (Donovan, 2010).

It is still controversial and not clear which one of those games is considered the very first video game (Newman, 2013), but it was obvious that the spark that computer scientists started made video games widespread like wildfire before the 1980s. Thus, the commercial video game industry has begun to snowball in parallel with the developments of arcade machines, gaming consoles, personal computers, the Internet, and finally mobile devices, and virtual reality (VR) technologies. Considering the graphic below (Figure 1), the components of an industry that grows on such a scale are well worth the attention.

Figure 1

The Growth of the Video Game Industry over the Years



Note. From "Peak Video Game? Top Analyst Sees Industry Slumping in 2019" by Nakamura, Y., 2019, *Bloomberg L.P.*

2.1.1.1. Video game genres

As is evident from its definition, historical process, and marketplace, video games cover a broad spectrum. Therefore, it is pretty difficult to put them into standard categories. The taxonomies presented in this part are the synthesis of a wide range of approaches. Video game genres can vary according to different criteria, such as the platform, the way of interaction, and the purpose of design.

One way of categorising video games is by the platforms they are played on. Video games are played on either one or many of the following platforms: personal computers (PC), home consoles (e.g. PlayStation, Xbox, Nintendo), handheld gaming devices (e.g. Gameboy), web browsers, arcade machines, cloud gaming, mobile/smartphones, or virtual reality (VR) systems (Apperley, 2006). Therefore, video games can be categorised as the following according to the platforms:

- Computer games
- Console games
- Arcade games
- Mobile games
- Online games
- VR games

Adams (2013) suggests it is not the best way to categorise games by the setting, story, or medium of play. Instead, players' interaction way with the game is a more

natural and common genre identifier. The major video game genres and their features proposed by the Herz system (1997, p.27) are presented with examples below:

Table 1

The Categorization of Video Games According to Interaction

Game genres	Definition & Features	Examples
Action	Reaction-based games and shooting games are the most prominent sub-categories of these games	Call of Duty
Adventure	They require players to solve logic puzzles without a time limit so that they progress through a virtual world.	Uncharted, Tomb Raider
Fighting	Games that include combat with computer characters and/or other players.	Tekken, Mortal Kombat
Puzzle	In these games, the players are required to solve puzzles.	Tetris
Role-Playing	These are interactive storytelling games where players assume fictional character roles, such as elves or wizards.	Elder Scrolls: Skyrim, World of Warcraft
Simulations	These games provide virtual environments that replicate real-world scenarios, and players engage in realistic experiences	Cities: Skylines, Euro Truck Simulator
Sports	Gamers engage in various sports in these games	ProEvolution Soccer, F1 2022
Strategy	They rely heavily on the decision-making skills of the player, often mixed with other elements to create unique restraints and situations such as providing limited resources and information.	Age of Empires, Civilization VI
Social	Social games are designed to enhance and suggest cooperation for two or more players and heavily depend on social interactions for players to have fun and progress in the game.	Guitar Hero, Minecraft

Note. Adapted from *Joystick Nation* (p.27) by J. C. Herz, 1997, Little, Brown and Company.

Video games can be classified according to the purpose of their design as well. Some of the salient genres are advergames, commercial games, educational games, and serious games. The explanations of each game genre are listed below:

- Advergames: These are interactive games designed and used to advertise a product or a service by companies (Ismail & Nasidi, 2018).

- Commercial games: These games are developed primarily for fun and recreation (Connolly et al., 2012).
- Educational games: These are the games that are developed for instructional purposes. They are used as entertaining teaching tools.
- Serious games: A subgenre of educational video games, which is designed for purposes beyond entertainment. Serious games are predominantly used for simulating real-world events in order to teach or train in fields like military, engineering, scientific exploration, health care, or politics (Sawyer, 2002; Zyda, 2005).

Another way of categorising games might arise from the players' engagement with the game. This way of categorising can be regarded as more general and comprehensive compared to the genres. Certain games appeal to a specific target audience or they are purposefully produced for them. As games demand different things from gamers, and gamers might or might not be willing to meet these demands, some games are regarded as flexible while others are inflexible in this sense (Juul, 2010). The flexible games that require less commitment and fewer skills from the players are called casual games. The most prominent examples of casual games are usually mobile games, such as *Candy Crush* or *Sims*. On the other hand, the inflexible games that require commitment and a high level of skills are called hardcore games. *League of Legends* or *Pubg* might be examples of hardcore games. It is important to highlight that hardcore/casual games and hardcore/casual gamers do not have to be interrelated, in other words, hardcore gamers do not necessarily play hardcore games and casual games are not necessarily played by casual gamers only. Both game types can be played by all gamers; the names only refer to the purpose of production and the requirements of the game itself.

The presence of very different ways of categorising video games proves that it is not an easy job to put games into isolated groups. Moreover, some games might belong to multiple genres at once. For instance, the game *Football Manager* may be considered a sport, strategy, or simulation game at the same time because players buy, sell, or position characters in the game (Kirriemuir & McFarlane, 2004).

Even if they can be classified into genres, video games have very diversified characteristics that keep evolving. As Crawford (1984) emphasises, game designs are altering so rapidly that any taxonomy might be outdated or deficient in a short period. Similarly, the taxonomies presented in the current study may not be sufficient to cover

all genres and their features as new games keep being released. Nevertheless, they might provide a framework to understand the scope of video games and their learning potential.

2.1.1.2. Gamers

Today innumerable electronic games are targeting various fields of interest and age groups, ranging from simple casual games played on mobile devices to complex hardcore games that present vast and persistent online virtual worlds. Considering the immense diversity of video games, the extent of the target audience would not be surprising at all. Indeed, Juul (2010) emphasises that as game designs change and develop, game players change as well. As the number and the diversity of games go up, the number of game audiences increases, and vice versa. According to the latest research by Newzoo (2021a), the number of gamers approximated to 3 billion in 2021, and it is estimated to rise to over 3 billion by 2024. This might simply be the result of technological advancement in recent years. In addition, Juul (2010) asserts that the video game industry has deliberately begun to invest more in casual games as it is more likely to reach a broader audience with simple casual games, which enable many levels of engagement, and they do not force players to follow the goal or invest huge amounts of time in the game (Juul, 2010).

Before getting more into the endeavour of gaming and gamer profiles, it is paramount to clarify the term *gamer* and various gamer types. In the current study, the words *gamer* and *player* are used interchangeably. The notion of *gamer* is still quite controversial among researchers, yet it is necessary to touch upon different views on being a gamer to better understand the gamer types.

A common assumption about gamers is that they are isolated, socially awkward, tech-savvy teenage boys who obsessively spend plenty of time on computers playing video games (Williams, 2005). Additionally, a gamer is predominantly considered to be male rather than female (Shaw, 2011). However, it seems that these stereotypical perceptions of gamers have been altering recently since it was found that people from different backgrounds and age groups enjoy playing video games (Entertainment Software Association, 2019; Juul, 2010), and the results of large-scale surveys show that approximately half of the players are women (Entertainment Software Association, 2019).

Juul (2010) emphasises that players do not have to gain in-depth knowledge of video game history or spend weeks or months on games to be called “gamers”; everyone who has a sense of attraction and desire to play games can be a video game player. Non-gamers, on the other hand, are the ones who do not play or do not prefer to play video games at all. Therefore, it seems quite easy to identify someone as a “gamer” or “non-gamer”. However, the inclusive definition of gamer cannot give insights into gamer types. Similar to video game genres, different methods have been proposed to classify gamers as well.

Gamers are occasionally categorised according to their engagement type with the games. Poels et al. (2012) point out that several factors may determine the level of engagement, such as the quantity of time spent on gaming and game-related activities, the money invested in gaming, game genre preferences, and self-identification. Additionally, players might be categorised depending on the actions they prefer in the game and their patterns of behaviour towards gaming.

In terms of the level of engagement, gamers are traditionally divided into two groups: Casual gamers and hardcore gamers. As Juul (2010) defines, the casual gamer prefers pleasant fiction, plays limited games for a short time, and does not like challenging games. On the other hand, a hardcore gamer plays a great number of games, prefers emotionally negative fiction, invests a lot of money and time in gaming, and enjoys difficult games. (Juul, 2010).

However, Juul (2010) points out that labelling players according to their playing habits might be too restrictive because players may shift from one to another category over time, or it may not be clear what category they belong to precisely. For instance, casual gamers may gain experience and knowledge in gaming, but have limited time to spend on the gameplay; conversely, players who spend a very limited time on gaming might develop huge enthusiasm and become a fan of the game just like hardcore gamers (Consalvo, 2009). Furthermore, the categories “casual” and “hardcore” are too broad to illustrate distinctive features of players at present.

Personal experiences and self-identification might also be utilised to get an idea about gamer characteristics. Jetten et al. (2001) assert that self-identification provides a better understanding and a different perspective especially to illuminate players’ self-awareness, belonging, and group attitudes. However, it should also be noted that people sometimes may not identify themselves as gamers or even stop playing games because of the negative connotations of gaming (Shaw, 2011). Paaßen et al. (2016),

for instance, state that women often avoid identifying themselves as gamers since they are afraid of stigmatisation.

Another well-known classification of gamers is theorised by Bartle (1996) known as Bartle's Taxonomy of Player Types. The taxonomy is based on the interpretation of players' action preferences within the game by referring to certain personality traits. According to Bartle's Taxonomy, players are categorised into four types: Killers, Explorers, Achievers, and Socialisers. Killers thrive on competition and conflict; Achievers are focused on accomplishments; Explorers are driven by curiosity to discover, and Socializers prioritise social interaction and collaboration.

Although it provides an insight into gamer characteristics and presents a basis for motivational factors, Bartle's Taxonomy of player types is criticised due to certain limitations. One of them is stated by himself; he explains that the taxonomy is mainly developed for MUD (Multi-User Dungeon) games, and it might be misleading for players of other games. Additionally, Bartle (1996) indicates that players may belong to one category predominantly, but it may change depending on their mood, situation, and goal. Also, the findings of a study done by Williams et al. (2008) show that the Explorer type cannot be found as a single type, and certain features do not correlate. Moreover, Bartle's Taxonomy seems unsatisfactory because it solely focuses on the in-game preferences of players but overlooks their behaviour and attitudes towards gaming outside of games. Therefore, designing games targeting specific player types in accordance with Bartle's Taxonomy could simply fail.

The result of recent research conducted by Newzoo (2021b) challenges the aforementioned gamer types like casual or hardcore as they are not adequate to reflect today's gamer personas accurately. Instead, a new way of categorisation, Gamer Segmentation™, was developed by Newzoo (2021b). This segmentation is created by analysing the playing, viewing, owning, and socialising behaviour of the players. According to Gamer Segmentation™, there are nine personas describing players:

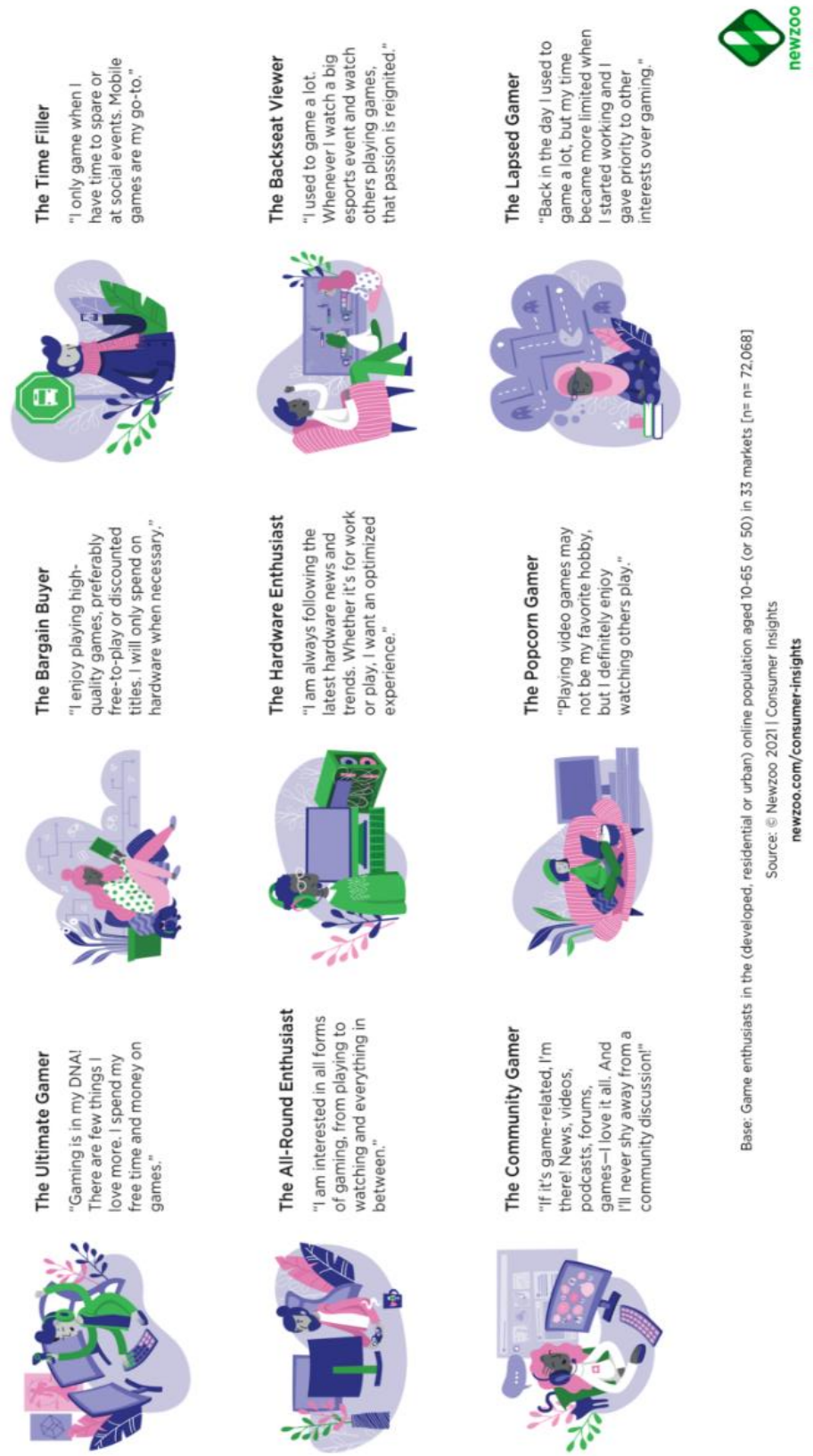
- *Ultimate Gamers* are very enthusiastic about all aspects of gaming such as playing, owning, socialising, and viewing. Gaming is at the centre of their lives.
- *All-Round Enthusiasts* are interested in every aspect of gaming, but not as much as Ultimate Gamers. They have a balanced gaming life.
- *Time Fillers* play games casually to kill time, that is, they play when they have free time. They often prefer mobile games.

- *Bargain Buyers* prefer high-quality but free or bargain-priced games. They just buy hardware if needed. In the latest Gamer Segmentation™, the name of Bargain Buyers is replaced with Mainstream Gamers, who have almost the same features but with much emphasis on mobile game preference (Newzoo, 2022).
- *Community Gamers* enjoy news, discussions, podcasts, videos, and forums about gaming in addition to playing.
- *Hardware Enthusiasts* are willing to invest in up-to-date hardware for an optimised gaming experience. Therefore, they keep up with the latest trends and gaming news. In the latest Gamer Segmentation™, Hardware Enthusiasts are referred to as Solo gamers, who prefer a solitary path in gaming besides the aforementioned features (Newzoo, 2022).
- *Popcorn Gamers* usually prefer watching others play rather than playing themselves. They spend limited time playing.
- *Backseat Viewers* are usually the former players who quit playing due to responsibilities. They enjoy following big events like esports and watching pro gamers instead of playing the games themselves.
- *Lapsed Gamers* are the ones who used to play games a lot in the past but stopped playing due to the change of interests or responsibilities.

In contrast to previous classifications, Gamer Segmentation™ seems more valid for today's gamers because it addresses a wide range of players including the ones who do not play video games anymore but have knowledge and interest in gaming, or the players who spend limited time playing but follow game-related activities continually. Since Gamer Segmentation™ is updated annually, it is also more likely to observe subtle changes in gamer characteristics over time. Considering all these reasons, the latest categorisation, Gamer Segmentation™, might serve better for the current study, especially while discussing teachers' gaming experience and their attitudes toward gamer-learners.

Figure 2
Gamer Segmentation™

Newzoo's Gamer Segmentation and Personas



Note. From “Overview: Newzoo’s Gamer Segmentation and Gamer Personas.”by Newzoo, 2021b, Newzoo.

2.1.1.3. Gaming

With the drastic changes in technology and recent trends, gaming as a leisure time activity goes beyond playing today (Bado, 2014). As games are designed to be immersive and interactive, gaming inevitably accompanies sharing information, chatting, guiding, leading, or collaborating, that is, interaction and communication. Gee and Hayes (2011, 2012) name these environments as “affinity spaces”, where players interact both physically (e.g. schools, homes, arcade centres, cyber cafes) and online (e.g. forums, blogs, fan clubs) to share knowledge and discuss games. Even the ones who play individually (e.g. single-player games) are likely to be involved in this interaction one way or another because they engage in gaming communities and other game-related complementary activities to master their gaming skills. Furthermore, Thompson (2013) emphasises that video games are getting more and more challenging and complex, so many gamers who look for further information and assistance create collective intelligence in order to overcome those challenges, such as solving hidden puzzles, illuminating underlying mechanisms, and fulfilling the requirements of a game. Thus, a high number of gaming communities have appeared to cooperate and engage in complementary gaming activities. Consequently, it can be suggested that gaming has created its own community and culture over the years, and it leads players to use new means of communication.

Due to the aforementioned reasons, gaming leads players to engage in other forms of new media, such as Facebook, Steam, YouTube, Discord, and Twitch in and out of the gameplay. These top-rated websites, forums, and social networking sites help gamers to keep in touch with like-minded gamers, share experiences, master skills and abilities in gaming, follow or attend Esports and live streaming, make money, and discover new releases; in short, the players can reach the social support they seek for, and they can keep up with game-related news and activities thanks to these platforms. The chart below shows the most popular media platforms among gamers with their functions and domains.

Table 2*Top Media Platforms among Gamers, Their Functions, and the Domain*

Media platform	Function	Domain
Twitch	• Live streaming • Chatting • Making, raising, or donating Money • Forming groups and communities	Twitch.tv
YouTube	• Watching tutorials and gameplay • Learning about shortcuts and tactics in games • Following Esports and tournaments	youtube.com/gaming
Discord	• Playing together • Chatting • Collaboration • Forming groups and communities	discord.me/servers/ category/gaming
Facebook	• Forming groups and communities • Commenting and reviewing • Keeping up with new releases • Advertisement • Following Esports and tournaments	fb.gg
Steam	• Buying/downloading video games • Advertisement • Keeping up with new releases and discounts • Reading about game reviews	steamcommunity.com

Among other platforms, Twitch, an online platform that enables live streaming, stands out as the most influential and notable one in gaming culture nowadays (Johnson & Woodcock, 2018). It is asserted that Twitch has already created a new community (Halley, 2019). Recent research highlights that the number of live-streaming audiences will reach almost a billion in 2023 (Newzoo, 2022).

The enormity of the video game industry and the scope of video game culture may raise the question of how and why video games fit into so many people's lives so easily. There might be several explanations including the rise of casual and online games, technological advancement, the increasing number of mobile games and devices, and personal reasons, which are particularly noteworthy in order to illuminate the motivation behind gaming. In light of the recent research, the most salient personal reasons why people play video games are synthesised and listed below (Kirriemuir & McFarlane, 2004; Whitbourne et al., 2013; Yee, 2007):

- To have fun
- To socialise
- To make money
- To kill time
- To stay away from the real world
- To enhance some skills and abilities

The list above may provide a rough idea about the reasons why people play video games. Also, it may help us concretise the motivation factors promoted by gaming. It should be noted that the reasons listed above seem relevant not only to the gameplay but also to the aforementioned game-related activities.

As a result, it can be concluded that the scope of gaming is not limited to gameplay. On the contrary, the time spent on game-related activities might even exceed the in-game engagement. Furthermore, considering gaming as a solitary activity is outdated today. Gaming with its subcultures and communities seems more sophisticated and collaborative as it brings a great number of people and activities together. Accordingly, the impact of social networking on gaming culture cannot be disregarded. As the notion of gamer is changing rapidly, gamers have become versatile and developed new identities over the last decade. In parallel with the gamer personas suggested by Gamer Segmentation™, gamers are not game players solely, but also consumers, spectators, community members, streamers, donators, reviewers, commentators, and even more. In the following sections, all these points will be discussed in terms of both learners and teachers, especially, the teachers' awareness of the current state of video games, gamers, and gaming culture, and their pedagogical potential.

2.1.1.4. Concerns about gaming

Despite its popularity and prevalence in recent years, gaming has been the subject of concern since its first appearance. As they are occasionally designed like the simulation of real life, some video games may contain disturbing, misogynistic, antisocial, or addictive themes as well (Shaffer et al., 2005), and most of the criticism video games take in academic fields usually refers to these features. Several studies have been carried out on those concerns, and they mainly focus on the social, physical, and psychological impacts of video games on children and young adults. The most

salient problems related to video games are aggression, addiction, violence, stereotyping, lack of social development, and poor academic achievement (Freedman, 2002). There exist some studies connecting playing video games with addiction (Kuss, 2013), aggression (Lin, 2013), and destructive gender stereotyping (Provenzo, 1991); however, the issues, violence, lack of social development, and poor school performance are still in question and need further research to reach a definite conclusion (Squire, 2003). Regarding the lack of social development, one of the earliest studies point out that video games actually have a socialising impact on players around the world (Prensky, 2001). As Squire (2003) asserts, recently video games are reversing the aforementioned negative attitudes toward video games as they become more complex and support character development, interaction, and collaboration. Thus, the current literature fails to indicate a relationship between video games and anti-social behaviours, violence, or poor school performance (Squire, 2003). It is quite surprising that there exist more studies investigating the negative impacts of video games than the positive ones; however, it is still ambiguous whether video games are the scapegoat that researchers look for while explaining the negative outcomes (Vitelli, 2014).

2.1.1.5. Benefits of gaming

Despite being under attack since their emergence, there exist numerous studies indicating that playing video games is not harmful or a waste of time; on the contrary, it benefits players in various ways. First of all, video games can contribute to learning in different fields, such as developing manual skills, reflexes, and intellectual abilities (De Aguilera & Noguero, 2003). It is also argued that early interaction with video games helps children develop a trial-and-error approach; thus, playing video games may contribute to some skills, such as logical thinking and problem-solving (De Aguilera & Noguero, 2003; Kirriemuir & McFarlane, 2004). Similarly, one of the earliest studies on video games reveals that video games have certain benefits on the cognitive skills of the players (Greenfield, 2014). First, gaming augments representational competence because the players use controllers such as joysticks as representational tools, which improves their visual-spatial skills and mind maps. Also, as the rules are not usually explained beforehand, the ability to discover is promoted by the games via observation, hypothesis testing, or trial and error. Additionally,

playing video games leads players to become multifunctional and fast decision-makers in time as they need to monitor, control, and respond to several things simultaneously. In short, despite being criticised abundantly, even the harshest critics accept that video games might also hold potential for positive outcomes. The following section focuses on the benefits of video games in terms of learning in detail.

2.1.2. Video games and learning

This section aims to enlighten the relationship between video games and learning by discussing the notions of “learner” and “learning” with a more current perspective. It is a well-known fact that the learners of the 21st century are not like the ones in the previous periods. As Prensky (2001) points out, the minds of the recent generation have been changed, or with a more recent saying, they are “rewired”. Tapscott (1998) also states that today's kids are doing everything differently including communicating, playing, learning, or creating. In a similar vein, Carstens and Beck (2005, p. 23) indicate that the huge amount of gameplay make the children “hard-wired”. With the Internet being an integral part of their daily lives, it is not surprising that those people who are born and grow up in the digital age tend to have different mindsets and habits. It is also apparent that video games, a very popular and engaging components of the digital age, have an undeniable impact on this issue particularly for young people.

Given that the number of video game players is skyrocketing worldwide, a significant number of today's learners are/will become game players. Therefore, their needs, demands, and goals in terms of education will probably be different from their predecessors'. It can be inferred that conventional educational systems are likely to fail to address this new “gamer generation”, and there is a need to change educational curricula accordingly (Carstens & Beck, 2005). Similar to the notion of “learner”, the perception of “learning” is correspondingly evolving with the learning profile and the technology. While considering learning in the 21st century, as Prensky (2001) highlighted, we need to broaden our perception of learning beyond school and formal learning by considering learners' daily lives as well.

According to contemporary learning theories, effective learning occurs when it is situated, active, problem-based, and experiential; in addition, it requires immediate feedback (Connolly et al., 2012). Regarding their historical background and the

prominent features discussed in the previous parts, video games seem to foster this new-age learning phenomenon. It is argued that gaming can motivate learners to acquire knowledge in different ways, not necessarily in the traditional school environment (Kirriemuir & McFarlane, 2004). Furthermore, recent studies have proved that gaming can contribute to engagement in learning activities even more than academic tasks (Sandford & Williamson, 2005). Therefore, as Connolly et al. (2012) suggest, the pedagogic potential of video games that meets the conditions for effective learning and teaching is indisputable.

Motivation in gaming constitutes a significant place in the video game-learning relationship. The role of motivation is undeniable for any kind of learning, and one of the most noteworthy characteristics of video games is the motivation they generate for players. It is a well-known fact that players engage in gaming for long hours in a highly-motivated way. Some even sacrifice their daily routine or responsibilities for the sake of gameplay. This irresistible nature of video games, in other words, the motivation factor in games draws many researchers' attention in the fields of both psychology and education. Squire (2003), for instance, emphasises that motivating aspects of video games might reveal a piece of valuable information to facilitate learning.

One of the earliest studies on this matter belongs to Csikszentmihalyi (1990), who introduced the concept of *flow*. Flow is defined as the state of being fully focused on activities that are challenging but not too much (Mirlohi et al., 2011). Csikszentmihalyi et al. (2005) suggest that when people totally focus on an activity and forget about time and pressure, they reach the optimal experience.

Regarding the definition of flow, it is almost certain that many video game players who spend most of their time gaming actually experience flow during gameplay, which enlightens the motivation factor behind gaming in no small nature. To illustrate, a study conducted by Cowley et al. (2008) analysed the flow experience and gaming, and they found that players notably went through flow while playing video games, and they also managed to identify eight elements of flow experience that are manifested in video games. These elements include clear goals, task completion, concentration ability, immediate feedback, control over actions, a fading concern for self during play, deep involvement, and an altered sense of time (Cowley et al., 2008). For instance, games use levels to break down tasks, create immersive worlds to captivate players and provide clear objectives like survival or puzzle-solving.

Immediate feedback can be seen in actions like shooting enemies or collecting items. Deep involvement is achieved by transporting players to virtual environments. Games often simulate life-and-death scenarios. Finally, the altered perception of time is highlighted as players can experience years, contributing to the immersive and time-distorting nature of gaming experiences.

Concerning flow, motivation, and learning, Chuter (2020) asserts that experiencing flow is the most effective way of learning as learners are internally motivated, and they do not need any external prodding. Similarly, Egbert and Petrie (2005) point out that the flow experience motivates individuals to push their performance to higher levels, potentially leading to optimal outcomes. Thus, it can be concluded that such concentration and intrinsic motivation leading the optimal performance might uncover valuable information on the potential of video games in learning both in and outside the classroom.

The research on video games and learning is not limited to their motivational value. Squire (2003) states that video games enable players to organize learning around challenges like problem-based learning. It is also pointed out that creative thinking is promoted as well as instantaneous and responsive feedback and customized goals and interests (Squire, 2003). Another study conducted by De Aguilera and Noguero (2003) also shows that immediate feedback and continuous response during play challenge the players and stimulate curiosity, which is essential for effective learning.

Besides, it was pointed out that different game genres might address a variety of skills and abilities in terms of learning (De Aguilera & Noguero, 2003). As specified by De Aguilera and Noguero (2003), arcade games play a crucial role in enhancing spatial orientation; sports games contribute to improved coordination and stress relief; strategy and role-playing games aid in fostering internal motivation; puzzle and quiz games support the development of logical reasoning abilities; and simulator games contribute to the overall enhancement of intellectual capacities.

Further, Gee (2013), one of the prominent names in the field, concretises the conditions video games need to function as learning machines under 16 principles. It is highlighted that when a video game obtains the following requirements, effective learning can take place. The figure below summarises the principles and what they refer to:

Table 3*Gee's Learning Principles (2005) and Their Relationships with Video Games*

Learning Principle	Description
Identity	The players commitment to their new virtual identity in the new virtual world
Interaction	The player talks and the game talks back offering feedback and the possibility of new challenges
Production	Players help co-design games through their decisions
Risk Taking	Video games allow for players to explore with a calculated risk of failure
Customization	Games have different difficulty levels that players can adjust to their playing capabilities
Agency	Players feel a control over what they are doing
Well-Ordered Problems	Problems are ordered from easy to difficult, allowing players to develop skills
Challenge and Consolidation	Games use a system that allows players to master skills before they are guided to the next level, enabling them to become experts
“Just-in-Time” and “On Demand”	Games information is given to players just-in-time for accomplishing the task or when they request for it
Situated Meanings	Players learn through context rather than formal directed learning
Pleasantly Frustrating	Games manage to stay on a level of difficulty that is doable for the player, yet remains pleasantly challenging
System Thinking	Players are encouraged to think about how their actions might affect future actions and the actions of other players
Explore, Think Literally, Rethink Goals	Games encourage players to think thoroughly before making moves, not only thinking linearly allowing for the fastest way to achieve the goal
Smart Tools and Distributed Knowledge	Game characters carry skills and knowledge that can be given to players
Cross-Functional Teams	Players create teams with a common purpose that are not necessarily associated with race, class, or gender and enables players to understand each others' specialisations and how that integrates into game play
Performance before Competence	Games allow for players to perform before they are competent with the help of smart tools that give information concerning the play and with the help of other more advanced players

Note. Adapted from “Gee's learning principles for good games: an analysis of how gee's learning principles meets gardner's theory of multiple intelligences” by K. Kong, E. Masaki, L. Ackerman, C. Borengasser, and P. Leong, 2010. *TCC. 2010*(1), p. 162

Gee (2005) also emphasises that the principles he suggests are especially crucial for learners who arrive at school without sufficient preparation, fall behind, and lack necessary support for language learning outside of school. Considering the aforementioned learner type, it would not be wrong to say that they are probably the

most challenging ones for teachers to address. Video games also seem to offer an invaluable opportunity in this sense.

Another relationship between video games and learning is shown by Kong et al. (2010). They conducted a study analysing Gee's Learning Principles (2005) and Gardner's Theory of Multiple Intelligence (MI) (Veenema & Gardner, 1996), and it was found that the principles suggested by Gee (2005) match the multiple intelligences. The chart below shows this relationship clearly:

Table 4

Matrix Comparison of Gee's (2005) Learning Principles and Gardner's Multiple Intelligences

Gee's Learning Principles	Howard Gardner's Multiple Intelligences							
	Linguistic	Logical-Mathematical	Spatial	Musical	Body-Kinesthetic	Interpersonal	Intrapersonal	Naturalist
Identity							X	
Interaction						X		
Production		X						
Risk Taking	X	X	X	X	X	X	X	X
Customization	X	X	X	X	X	X	X	X
Agency	X	X	X	X	X	X	X	X
Well-Ordered Problems		X						
Challenge and Consolidation		X	X					
"Just-in-Time" and "On Demand"								
Situated Meaning	X		X		X	X		
Pleasantly Frustrating							X	
System thinking						X		
Explore, Think Laterally, Rethink Goals							X	
Smart Tools and Distributed Knowledge						X		
Cross-Functional Teams						X		
Performance before Competence						X		

Note. Adapted from "Gee's learning principles for good games: an analysis of how gee's learning principles meets gardner's theory of multiple intelligences" by K. Kong, E. Masaki, L. Ackerman, C. Borengasser, and P. Leong, 2010. *TCC. 2010*(1), p. 164

Squire (2003) highlights that video games may offer invaluable ideas for educators to design ideal learning environments accordingly. It was proven that a well-designed learning environment shares a great number of design features with video games, and teachers might consider video games as a model. Therefore, they can improve learning environments by challenging learners, setting clear goals, promoting collaboration, implementing, and letting learners have control over their own learning (Squire, 2003).

In conclusion, considering the recent changes in the human-computer relationship and the characteristics of the “gamer generation” in mind, it is obvious that there is a need for a paradigm shift in our understanding of learning from a behavioural change to a broader and more complex phenomenon. Learning might take place anywhere or anytime with the help of technology today. In this sense, video games may provide us with an inspirational perspective and function as an alternative learning environment. Therefore, exploiting video games in education would not be irrelevant; on the contrary, they would serve best the 21st-century learner profile. The next section particularly focuses on the pedagogical power of video games for promoting English language learning and teaching.

2.1.3. Video games and language learning

Even though it seems relatively new and unexplored, the educational potential of video games has caught the attention of many researchers across a wide range of disciplines. A great number of studies in the field have explored this issue from a variety of perspectives. Nevertheless, they meet on a common ground: Video games are engaging, fun, and motivating. In other words, they hold the key elements that a well-designed education setting requires. Following the same line of research, this part will review the common features of video games and ideal foreign language learning conditions by referring to previous studies regarding games as both learning and teaching tools.

Despite various game-based approaches, the attention mostly centres on the features of video games that lead to language learning. At this point, it is fundamental to clarify the factors which are vital for effective language learning. To enhance language learning effectively, Zhao and Lai (2009) propose four crucial elements: exposure to comprehensive language input, utilising the target language authentically

and purposefully in real environments, receiving constructive negative feedback, and personalised instructional approaches. The literature shows that video games not only qualify for all but also go beyond those four key factors. Although an exhaustive list is not available from previous research, and compiling it will be out of the scope of this study, more qualifying features are added from different research and discussed regarding video games. Consequently, this section covers the most prominent elements that video games offer for effective language learning, which can be listed as motivation, interaction, target language input, autonomy, personalised learning, and language skills and sub-skills.

2.1.3.1. Motivation

Motivation is one of the crucial factors that needs to be addressed while discussing the relationship between video games and language learning since it has been proven to be one of the key factors promoting language learning. It is a well-known fact that video games are fun and engaging learning tools because of their high degree of immersion and entertainment value. It is suggested that learning a new language through video games is very effective since the fun factor is extremely motivating and there is no pressure on players to discourage; they freely use the target language (Rudis & Poštič, 2018). As mentioned in the previous section in detail, especially flow theory corroborates the idea that video games let players immerse in a game fully- focused for a long period, which creates an ideal learning environment for many learners. There are a great number of studies indicating that video games increase intrinsic and extrinsic motivation. For instance, it was found that the intrinsic and extrinsic motivation, which leads players to replay games may result in acquiring and practicing new knowledge such as learning a new language (Buckley & Anderson, 2006). Another study investigated the impact of commercial games on the language learning motivation of high school students (Ebrahimzadeh & Alavi, 2017). The participants consisted of three groups: Readers read the story of the game; Players only played the game, and Watchers observed two other participants during gameplay. The findings showed that language learning motivation significantly went up over time, and the motivation of Watchers was higher than the motivation of Readers (Ebrahimzadeh & Alavi, 2017). Additionally, it was found that the avatars that players

use in the games function as a shield and help them avoid criticism and embarrassment, which lowers their anxiety level and raises motivation instead (Henderson et al., 2009).

2.1.3.2. Interaction

Another significant nature of video games for language learning is the multidimensional interaction they provide. Video games, especially online games, are the most sophisticated and advanced form of interactive media both socially and cognitively (S. Thorne et al., 2009). This multidimensional interaction leads to improvement in language skills in several ways. According to Peake and Reynolds (2020), players need to follow the instructions in the game and interact with other players in English to keep going and advance in the game. Also, this interaction is not limited to the in-game elements only; it also involves interaction with other game-related activities. Many players around the world create and/or join online communities so that they improve their gaming skills, which forms a “beyond-game” culture (Gee, 2008). This culture may hold a great amount of potential for language learning. Supporting the same idea, Reinhardt and Thorne (2016) state that language learning does not solely occur through games; the broader discourses in the gaming environment also contribute to language learning. Moreover, interaction beyond games is argued to be richer and more active than in-game interaction (Ryu, 2013).

The notion of interaction might also involve immersion, collaboration, and teamwork. Most of the games offer numerous character options, such as a wizard, a policeman, a cashier, a warrior, a peasant, and many more. During gameplay, players can switch into various characters from a knight to a mayor, and they interact with the game and other players in a specific manner those roles require. The immersion level created in this way may offer a unique opportunity to practice authentic and spontaneous language use and go far beyond the role-play activities in the classroom. Additionally, while learning a new language, social interaction and context were proven to be essential (Lantolf et al., 2020). Also, Wenger (1998) claims that language learning takes place via communities of practice. It is suggested that video games might help overcome physical restraints and provide an online and worldwide community for gamers (Hsiao & Chiou, 2016). Similarly, the sociocultural theory argues that language learning occurs by participating in cultural mediation integrated into social activities, and learners need to be active participants who interact with

others and the culture of the environment (Lantolf & Beckett, 2009). Teamwork is recognised as one of the most effective language learning practices in the post-method era (Richards & Rodgers, 2001). According to the findings of a study conducted by Connolly et al. (2012), the participants, who were 328 students from 17 countries, believed that they improved their cooperation, collaboration, and teamwork skills after playing video games for 10 days.

2.1.3.3. Target language input

Target language input could be considered one of the most essential requirements in learning English, and it goes hand in hand with interaction (Swain & Lapkin, 1998). It has been found that the lack of exposure to the target language in communities where that language is not spoken results in covering the topics in the textbooks repetitively (Suh et al., 2010). Zhao (2013) asserts that the use of modern technology might help elicit more authentic communication, useful feedback, and high-quality input which leads a more effective language learning. Likewise, Sylvén and Sundqvist (2012) express that video games offer rich and challenging environments for language learning. This rich environment might provide a variety of input including written, spoken, formal, informal, and most importantly authentic. Online language learning theories suggest that language learning takes place “in the wild” (S. L. Thorne, 2010), and online interaction in video games enables players to engage in “real talk” instead of the artificial classroom environment (Kohn & Hoffstaedter, 2017). The meaningful context created by an engaging narrative in video games might help learners process the new information easily and keep it in their memory for longer.

The target language input in video games might be associated with Krashen’s Input Hypothesis as well. Krashen (1985) argues that a language learner is required to receive comprehensible input for language acquisition to take place, which can be specified as “one step further/beyond” his/her current competence. In other words, learners need to be exposed to information that is understandable yet slightly more advanced than their current level. At this point, the concept of “levelling up” in most of the games on the market is worth attention. Levelling up basically means that the player or the character in the game must experience certain levels of progress to unlock

new quests, challenges, skills, items, or maps. Therefore, it can be asserted that video games might serve language learning in accordance with Krashen's Input Hypothesis.

2.1.3.4. Autonomy

Autonomy is described as "the capacity to take control over one's own learning" (Benson, 2001, p. 2). In recent years, one of the fundamental aims of foreign language classes has been to promote autonomous learning, and the importance of autonomy for language learning has been investigated abundantly in the field of education. In a study conducted by Cole and Vanderplank (2016), autonomous learners and in-class learners were compared with each other. In other words, they contrasted the formal learning environment with the informal learning environment. The results showed that informal instruments benefitted more than formal ones for language learners. Moreover, they observed that in-class learners experienced fossilization; however, this was not the case for autonomous learners (Cole & Vanderplank, 2016).

Previous research demonstrates that video games help learners connect what they learned to real life; therefore, they enhance autonomy and interactive learning. (Cam & Tran, 2017; Lin & Yu, 2015). Ushioda (2007) also asserted that autonomy can be developed via intrinsic motivation and a setting that fosters learners' autonomy. Therefore, it can be suggested that the concepts of autonomy and community are interrelated (Chik, 2014). Given that video games have created an enormous gaming community in recent years, the contribution of video games to promoting learner autonomy cannot be disregarded. In conclusion, the nature of video games which allows players to make independent decisions seems to provide opportunities for autonomous learning as well.

2.1.3.5. Personalised learning

Personalised learning can be regarded as another vital element that video games offer for promoting language learning. Bray and Mcclaskey (2013) define personalised learning as an instructional approach that is tailored in accordance with the pace and specific needs of individuals. In other words, the main concept of personalised learning is the idea that learners need a learning experience that is compatible with their needs, pace, strengths, learning styles, goals, and competencies. Reinders (2014) emphasises

that personalised learning helps learners develop autonomy and promotes lifelong learning, and new technologies make this process easier and more effective.

It is a well-known fact that each gameplay is an individualised experience for a player. Even in the same game, players might have unique experiences as they make different decisions and use different strategies, which may lead to countless alternative outcomes during gameplay. This nature of video games may help learners to develop personalised paths and adjust their gameplay to align with their interests or preferences at the most appropriate time in a suitable place (Reinders, 2014). It is also added that personalised learning environments provide social communities that make learners interact with many people including learners, native speakers, and teachers; therefore, they are not restricted to in-class interaction (Reinders, 2014).

2.1.3.6. Language Skills

Another way to conceptualise the relationship between video games and language learning might be in the form of investigating the language skills and sub-skills that are influenced by the gaming experience. The literature on the issue focuses on two main aspects: The impact on receptive skills (listening and reading) and the impact on productive skills (speaking and writing). Additionally, language components, such as vocabulary and grammar, and communication strategies were found to be the areas affected by video games (Silva, 2014).

The previous research on this issue indicates that both reading and listening skills can be enhanced through video games since they provide players with meaningful input in a proper context (Silva, 2014). In particular, NPCs (non-player characters) in the game can contribute to receptive skills in no small measure. In many games, NPCs provide authentic and meaningful input, both written and spoken, and players need to understand and interact with these NPCs in order to follow the storyline and complete the quests or objectives in the game. In a study carried out by Reinders (2014) to investigate the possibilities of improving English language skills through MMORPGs (Massively Multiplayer Online Role-playing Games), one participant expressed that it is crucial to understand NPC's dialogues in addition to quest assignments to complete tasks.

Immersive narratives in video games, that is, video games with a rich theme, plot, character, and dialogue (e.g. *The Last of Us*, *God of War*, *The Witcher*, *Bioshock*),

have a great potential to promote particularly receptive skills in the target language. Alrajhi (2020) investigated the impacts of long-term gaming on the language skills of Saudi undergraduate students. The findings demonstrated that accumulative gaming contributes notably to receptive skills.

Apart from receptive skills, video games might hold the potential to promote productive skills as well. Many studies have proven that due to several features of gaming, productive skills, predominantly communicative skills, are improved and practiced through video games (Roach & Utami, 2017). Gee (2013) highlights that in video games, performance is more important than competence, unlike in most classrooms; thus, learners are free to use trial and error to improve productive skills. For instance, according to García-Carbonell et al. (2001), games can enhance students' communicative language skills through student-centred learning, interactions among students, and exposure to authentic language input from native speakers. Similarly, Peterson (2012) found that in-game chats of participants revealed that players used a variety of effective communicative strategies like humour and politeness, which shows that they improved their sociolinguistic competence. Furthermore, NPCs may be very helpful for productive skills as well. Since players can be exposed to the target language abundantly and hear different accents, NPCs can serve as role models for language learners. Moreover, the informal settings of many video games, especially online multiplayer ones, may provide learners with a safe zone and anonymity, which lowers anxiety and increases willingness to communicate without being afraid of making mistakes; therefore, learners can engage in communicative practices including socialisation and adaptation outside the formal education, and they practice communication skills effectively (Horowitz, 2019; Reinders, 2014; S. Thorne et al., 2009). Additionally, one of the most prominent features of gaming is the profound gaming culture and community. The communal nature of gaming, which involves people who share the same interests and goals, provides learners with a vast amount of opportunities for interaction with native and/or non-native speakers of English. Chik (2014) suggests that gaming communities facilitate autonomous language learning and the development of productive language skills as learners usually participate in active and authentic practices, such as posting on online forums. Also, a study focusing on MMORPGs showed that these games enable players to engage in environments that are community-based, safe, and informal, in other words, real-world situations; therefore, gameplay may help learners increase their confidence and transfer certain

skills from virtual to real-world (Kongmee et al., 2011). These environments can also encourage players to participate in creative writing to chat or message other players. However, Meunier (2013) argues that excessive use of the keyboard in the game may affect language learning negatively. Also, a further study by Alrajhi (2020) contradicts the aforementioned findings as the participants reported that their writing skills were not improved through accumulative gaming. Therefore, the influence of video games on writing skills is still in question.

Besides productive and receptive skills, there exists a considerable amount of literature on the fact that video games benefit language learners substantially in terms of vocabulary learning as well (Young & Wang, 2014; Yuditseva, 2015). It was reported that playing video games influences vocabulary development positively (Hitosugi et al., 2014). In many games, new vocabulary items are presented in a context of dialogue or experience with corresponding images and actions by the character; therefore, learners can get situated references of new words (Gee, 2005). Moreover, video games do not present a bunch of random words out of context; on the contrary, “just in time” or “on demand”, that is, players actually feel a need and use those words immediately (Gee, 2008, p. 36). Also, players are exposed to a high number of new vocabulary items in the storyline or quests during gameplay without realizing or intending to learn them, that is, video games might promote incidental vocabulary learning (Sylvén & Sundqvist, 2012). For instance, players are often exposed to repetition, and they also use contextual guessing strategies since it is not practical or possible to pause a game and look up a word during gameplay (Yuditseva, 2015). Furthermore, it was found that learners can recall new words after playing video games (deHaan et al., 2010).

Regarding grammar, Singaravelu (2008) argues that video games are more influential than conventional formal education to improve English grammar competence. However, Alrajhi (2020) asserts that accumulative gaming does not improve grammar knowledge significantly. Despite several studies on the topic, it can be concluded that the previous studies are not adequate to reach a general agreement on the improvement of grammar knowledge through video games.

In conclusion, the relationship between video games and language learning is multidimensional, and this relationship has attracted considerable scholarly attention. It is widely accepted that video games possess certain features that align with the optimal language learning conditions, including enjoyment, engagement, motivation,

interaction, exposure to target language, autonomy, personalized learning, and development of language skills. This review highlights the potential of video games to enrich the overall language-learning experience.

2.1.4. Video games in English language teaching

There exists a considerable amount of research on the pedagogical power of video games in education. The most prominent studies point out that Game-Based Learning (GBL) has been recognized as a field of study recently. Game-based learning can be defined as adapting gaming principles to real-life situations to engage learners (Jan & Gaydos, 2016), or more specifically, combining video games and education (Tsai & Fan, 2013). Game-based learning can be applied to various subject areas such as maths, science, or engineering, and language teaching seems to be one of the most promising ones (Young et al., 2012). The use of digital video games in language learning is called Digital Game-Based Language Learning (DGBLL), and it has drawn some scholarly attention recently as well. The studies on DGBLL are basically divided into two groups: Studies focusing on commercial off-the-shelf (COTS) games, which are mainstream and designed for entertainment, and educational games, which are learning-oriented and designed for educational purposes.

Table 5

Differences between Mainstream Games and Learning-Oriented Games

Mainstream digital games	Learning-oriented games
• Widely known as computer and / or video games • Developed solely for fun for the user and to maximise profit for the publisher • Typically developed for PCs and video games consoles. Contemporary titles usually require the most powerful hardware currently available • Increasingly developed in relatively simplistic format for mobile telephones	• Historically known as ‘edutainment’, though negative associations with this word mean it is largely avoided by contemporary games publishers • Almost exclusively produced for the PC; very few titles for the Mac or dedicated games consoles • Games are more simplistic, are produced in a range of formats, e.g. Flash, Shockwave, Java, Visual Basic • Most titles are designed for sole-user, offline play

Table 5 *continued*

Mainstream digital games	Learning-oriented games
• Typically sophisticated in terms of graphics, interface and complexity; production budgets similar to small to medium sized film budgets • Marketed directly to games players as being fun and exciting, graphically superb, the best game of its particular genre • Uses high review scores in games magazines and tie-ins with other media as marketing aids	• Development costs are typically a fraction of those of major pure digital games • Not typically marketed to users, instead marketed mainly to parents and teachers • Marketed as being accurate, relevant to formal curriculum, developing specific skills / knowledge • Uses recommendations from teacher, parent and educational organisations as marketing aids

Note. Adapted from “Literature Review in Games and Learning” by J., Kirriemuir and A.E., McFarlane, 2004, *Futurelab*, p.20

The comparison between COTS games and educational games indicates that educational games take a limited place in the market, and they often seem like simplistic versions of COTS games. Besides, educational games usually target parents or teachers, not the focal point of education, that is, the learner. Also, educational games are generally designed for single players and offline gaming whereas COTS games offer a wide range of options in this sense. Taken together, these differences reveal that, unlike COTS games, educational games are less likely to serve as authentic, motivating, sophisticated, collaborative, and interactive settings for language learning. The current literature points to the fact that video games can promote language learning even if they are not designed for educational purposes (Altınbaş, 2018).

Another aspect regarding the use of video games in English language teaching is the implication of those games in teaching. A considerable amount of literature deals with the use of video games as in-class activities where teachers exploit educational or mainstream games to achieve educational objectives. The main problem with the implication of video games in classes is the fact that video games are utilised by educators as instructional materials to make the learning process fun; however, learners mostly become aware of the real intention and feel coerced (Kirriemuir & McFarlane, 2004). Thus, learners begin to perceive video games as work, and eventually, one of the strongest sides of video games, the motivation factor,

diminishes. In other words, “sugar-coating” makes the swallow easier but dull. Furthermore, a study investigating the use of video games in class reveals that neither teachers nor parents are pleased with the idea of spending class hours playing video games because it is not in accordance with the requirements of national tests that students prepare for (Kirriemuir & McFarlane, 2004).

Consequently, mainstream games can offer great opportunities to be utilised in education. Also, the implication of these games as out-of-class or supplementary activities seems more promising to hold the aforementioned elements to enhance language learning. Therefore, the main focus of the current study is the potential of COTS games (mainstream games) in English language teaching as out-of-class activities.

2.1.5. Extracurricular English activities

Despite often being overlooked, out-of-class activities have an immense part in learning (Hall, 2009). According to Nunan (1991), students who excel in English proficiency frequently credit their success to learning outside of the classroom. Different names and definitions, such as *informal learning*, *out-of-class activity*, *extracurricular activity*, or *extramural English*, roughly indicate the same notion of instances. They allow the potential for learning that happens either indirectly, influenced by the instructor, or more naturally or coincidentally. For the lack of an umbrella term consisting of all, the term *extracurricular English activities* will be used for this purpose. To clarify, extracurricular English refers to English activities which learners involve in out of the English classroom (Sundqvist, 2009). In addition, it is highlighted by Sundqvist (2009) that although the deliberate intention is not entirely removed from the idea, extracurricular English activities require no degree of conscious purpose to acquire English. In other words, involvement in extracurricular English activities might be the result of learners’ conscious intent to learn English or simply other occasions that they are exposed to. For instance, learners who are exposed to English through watching an English TV series as a leisure time activity could increase their familiarity with the English language and culture. Moreover, they may pick up some vocabulary unconsciously, which is an example of extracurricular English activities. Krashen (1985) also argues that language is acquired unconsciously;

the learner is not actively aware of the form and only focuses on the message or the content.

Probably because it places the teacher as an indirect agent, and by definition, it is “out of class or curriculum”, extracurricular English activities do not cover a big enough space in EFL teachers’ discussions and studies. However, a study conducted by Cole and Vanderplank (2016) stands out among scarce research. In this study, they compared well-motivated and high-level learners who studied in the classroom with completely autonomous learners who studied on their own. The results revealed that autonomous and self-instructed learners performed better than classroom-trained learners in general. Furthermore, fossilized errors in many prevalent structures were identified more often among classroom-trained learners. Therefore, it was asserted that informal learning in a foreign language context could be more effective and lead to a higher level of proficiency in the target language compared to formal language learning (Cole & Vanderplank, 2016). These findings are significant as they show that informal learning, which can be included as a subset of extracurricular English, is highly efficient even by using only self-instructed informal learning methods since learners can achieve a high level of proficiency in foreign language learning.

In addition, Lai et al. (2012) highlight the promise of the combination of formal and informal learning methods, in other words, extracurricular English activities as supplementary to class-based learning. In addition, they investigated if the variety of out-of-class activities benefits or not as it was suggested that not only the number but the features of out-of-class activities matters to achieve an effective combination of informal and formal learning (Blyth & LaCroix-Dalluhn, 2011; Lai et al., 2012). The results indicated that students perceived in-class learning as “form-focused”, “teacher-centred”, and “boring”. On the other hand, those who were exposed to a variety of out-of-class activities besides in-class teaching were found to be engaged with meaning-focused activities more, which led to an increase in exam results, confidence in learning, and fun (Lai et al., 2012). As a result, it was asserted that learners can benefit from diversified extracurricular English activities to complement what is missing in formal education. For teachers, it is considerably important to understand this potential, and encourage, guide, and support learners toward quality language learning experience (Lai et al., 2012).

Krashen and Terrell (1984) highlight that the ultimate aim of teaching a foreign language is to enable learners to use the language outside of class, that is, in real life.

They also argue that the assumed advantage of EFL learners in an English-speaking country is actually their out-of-class environment (Krashen & Terrell, 1984). The learners who live in the cultural milieu have the opportunity to be exposed to and use the target language outside of the class. However, for learners who lack this chance, extracurricular English activities may help to simulate this immersion factor to a certain extent. In previous studies, it has been argued that learning needs to be extended beyond schools and universities (Leadbeater, 2000). Therefore, extracurricular English activities have the potential to provide remarkable outcomes when combined with traditional class-based instruction.

Compared to studies that examine popular types of extracurricular English activities, such as watching TV, listening to songs, and reading books, there are relatively fewer studies focusing on video games. One of them was conducted by Horowitz (2019) who suggested that video games might help to connect the formal educational setting with the informal one. Additionally, Sylvén and Sundqvist (2012) found that the motivation of learners particularly increases when they choose to play the game in their free time as an extracurricular activity. Moreover, a positive correlation was identified between vocabulary test results and the time spent on gaming at home (Sylvén & Sundqvist, 2012).

To sum up, learners who are interested in video games improve their level of proficiency in English either consciously or unconsciously. Consequently, they bring this knowledge and skills from video games into the classroom. Therefore, this situation in turn considerably enhances their knowledge of language and language skills in formal education (Jenkins, 2015).

2.2. Previous Research on Teachers' Perceptions of Video Games

This section includes a review of previous studies. The studies presented in this section mainly investigate teachers' perceptions of video games in general and as language learning or teaching tools, which comprises a basis for the research questions of the current study. The studies are presented in chronological order for easier spotting of any overarching changes in results or perception over the years.

One of the earliest and pioneer studies on teachers' perception of video games in Turkey was conducted by Can (2003), who investigated the perception of future computer teachers toward using computer games in education. This study merely focused on computer teachers and games with educational features. The study

examined the prospective teachers' computer game-playing characteristics, perceptions, and future plans to use computer games in learning environments. The results indicated that future computer teachers had positive perceptions toward the use of computer games, and despite some doubts, they were willing to use these games in their teaching in the future. However, it should be noted that the participants considered computer games as complementary activities, not a replacement for traditional teaching methods.

Sandford et al. (2006) investigated the perceptions of teachers in England about the use of commercial-off-the-shelf (COTS) games. The findings revealed that although most of the participant teachers did not play video games in their leisure time, they thought that video games were able to motivate learners. It was also highlighted that the students' motivation was more likely to increase when they autonomously played the games that they were acquainted with. Moreover, the participants acknowledged an improvement in learners' cognitive, ICT, and high-order thinking skills. More than half of the participant teachers pointed out they would use them in their teaching. However, the most common concerns were the lack of access to necessary pieces of equipment and other technical issues.

Schrader et al. (2006) carried out another study examining the perceptions of pre-service teachers in the USA toward massively multiplayer online games (MMOGs). The study which investigated the participants' perception of gaming in general, and the use of video games in education revealed that the pre-service teachers were not fully aware of the pedagogical potential and the value of video games, and the gaming communities. They rather simply considered those games as rewards in class. As a result of the study, it was suggested that teacher training programs need to be updated and enriched by incorporating research on how to implement video games in education so that teachers can expand their awareness and find new strategies to use video games as effective tools.

In a study investigating the perception of gaming in higher education, Beggs et al. (2009) examined academics' gaming habits, views on digital gaming, and the advantages or drawbacks of using video games in higher education. The researchers focused on the implementation of serious games. It was identified that approximately two-thirds of the participants do not play video games as a leisure time activity, but they played educational games before. Besides, the majority of the participants had a positive attitude toward the impacts of gaming; only very few of them believed that

video games were a waste of time. Furthermore, most academics consider video games as fun, engaging, motivating, and useful tools to enhance learning. However, the implementation of video games in teaching was considered to be too time-consuming. Other concerns were the lack of perceived value, computer skills, and resources. Finally, one of the respondents underlined that educational games need to be as sophisticated as commercial games; otherwise, students might lose interest.

In another study conducted by Bensiger (2012), pre-service teachers' perceptions and beliefs in using video games as teaching tools were examined. Similar to the previous research, this study focused on the experience of teachers with video games, their beliefs in video games as teaching tools, potential barriers in integrating video games into learning, and their willingness to use video games in their future teaching. The results demonstrated that all pre-service teachers had prior experience with video games, had positive attitudes toward gaming, and believed that the integration of video games could boost academic and social skills. The need for technical and financial support and the difficulty in finding the right educational games were reported as barriers. Although the participants regarded video game integration as time-consuming, they did not believe it would increase their workload. In addition, younger participants, who were between 20 and 25, had more interest in implementing video games in teaching. Lastly, the participants expressed that assistance and support from the school administration would increase their willingness to integrate video games into their teaching.

Chik (2011) carried out action research to investigate the perceptions, attitudes, and experiences of English teachers in Hong Kong regarding video games and social networking. The findings of the study indicated that most of the teachers had limited or no experience and knowledge about video gaming. However, they were not willing to engage in video games as they found video games time-wasting or violent. The participant teachers believed that the learners need their guidance though they accept themselves as "digital immigrants". After their seven-day experience with video gaming and social networking, most of the teachers expressed their concerns about possible dangers of video gaming, such as violence or moral issues rather than focusing on the pedagogical potentials of these tools.

Koh et al. (2011) carried out a study to examine teachers' perceptions of using video games at different levels of education in Singapore. It was shown that most of the teachers had a positive attitude toward the use of video games in teaching. Personal

interest in gaming and an open gaming mindset were particularly found to be influential factors that encouraged the teachers to adopt games. Nevertheless, the participants expressed that insufficient time, game choice, restricted sources, parents' reactions, or school support could be some of the challenges. Another finding was that less experienced teachers were more willing to use video games in teaching than more experienced teachers, and teachers from language subjects exploited video games more often to engage students in learning.

İnce and Demirbilek (2013) investigated the perceptions of secondary and high school computer teachers in Turkey about using educational games in teaching. It was found that teachers who had experience with educational games had more positive attitudes toward the use of games in lessons than those who had no experience with educational games. Also, it was stated that male teachers had more positive views than female participants about using educational games. Additionally, motivation stood out as the most frequently voiced benefit of educational games

Franciosi (2014) conducted a study on the use of innovative technologies with foreign language teachers in Japanese higher education. The study aimed to explore foreign language teachers' perceptions of DGBL (Digital Game-based Learning). The findings demonstrated that foreign language teachers in Japan were not fully convinced by the idea that DGBL could address learning objectives. Nevertheless, they believed it could be beneficial, particularly for learner motivation. Furthermore, the participants thought that their technology skills were adequate to implement DGBL tools as supplementary materials, but not sufficient to use them as core course materials.

Another study dealing with teacher perception was carried out by Güleröğlu (2015) in Turkey. The purpose was to explore the pre-service teachers' experience, beliefs, and perceptions regarding the integration of mobile games in education. Although this research only focused on mobile games, it still provides some ideas about the Turkish educational context regarding the use of video games. The results indicated that respondents had prior casual gaming experience, and they had positive opinions on integrating mobile games into teaching. Moreover, the participants expressed that they would use mobile games in their future teaching as well. It was also highlighted that their awareness of using mobile games as learning tools increased at the end of the research.

Bedir and Müftüoğlu (2016) investigated the perception of primary school EFL teachers aiming to explore teachers' attitudes, knowledge, and perceived barriers to digital games. It was found that the teachers were not familiar with certain games to use in their teaching. However, they stated that digital games might contribute to meaningful vocabulary learning, student motivation, and making learning fun and engaging. With regard to the integration of video games into teaching, most of the teachers stated that there would be certain limitations, such as a lack of knowledge about games, curriculum limitations, and insufficient class hours.

Rocha et al. (2018) examined the perception of teachers about learning through video games and the implementation of video games in the classroom. One of the findings was that the majority of the teachers thought that video games contribute to the motivation to learn. However, they believed that video games are not sufficient to cover the school curriculum and assess learning. The participants also considered the poorly designed educational games, purpose, and game design disparity, and lack of time and technological resources as barriers to implementing video games into their teaching.

Another study in the field was carried out by Hsu and Chiou (2019), who explored the perception of pre-service teachers about digital game-supported learning (DGSL). The results showed that a significant number of the participants play video games, and they believed that video games have the potential to enhance learning and higher-order cognitive skills. However, it was found that they were not completely aware of the pedagogical dimensions of video games. Although most of the participants were willing to integrate video games into their teaching, they lacked the necessary knowledge and skills for integration. Moreover, the participants pointed out some concerns, such as limited technological resources and the negative perceptions of video games by parents and the community.

A recent qualitative study by Alshaya (2020) aimed to examine English language teachers' perceptions of using digital games as learning tools. The study addressed three different aspects of digital games: perceived challenges, attitudes, and appropriateness. According to the findings, major challenges were identified as lack of support, resources, time, and overwhelming choices as well as pedagogical barriers such as teaching philosophy of teachers, training, and curriculum. Concerning attitudes, some participants stated the potential benefits of digital games and their willingness to use them in the future while others remained sceptical and cautious. For

the last aspect, appropriateness, the participant teachers pointed out that educational games could be appropriate for learners; however, COTS games were not. As the researcher highlighted, it should be noted that this perception was not the result of a personal experience with digital games or concrete evidence, but the result of the influence and comments of other people around participant teachers.

Another recent research by Cabellos et al. (2021) aimed to identify different groups of pre-service teachers' perceptions (primary, secondary, and other pre-service university students) concerning the use of video games for learning. They also focused on the effect of pedagogical training. The results indicated widespread acceptance of video games as a learning resource among pre-service teachers, with secondary pre-service teachers seeing more potential for learning with video games than primary pre-service teachers. Additionally, less positive perception was found among pre-service teachers who got longer training. Therefore, it was hypothesised that education faculty curricula might be lacking the necessary training for the incorporation of video games into teaching.

In conclusion, this section has attempted to present a summary of the literature related to various groups of teachers' perceptions of video games as learning tools. It is evident that the previous studies predominantly focus on the use of educational games in the classroom context though studies dealing with COTS games and their use as out-of-class activities are scarce, particularly in the Turkish context. In addition, the prior experience with games, their general perceptions of video games, and perceptions of teachers about the pedagogical potential of video games are observed to be the most frequently explored dimensions. All these dimensions constitute a basis for the research questions of the present study, which will be presented in the following section.

CHAPTER III

METHODOLOGY

This chapter describes the methods and procedures utilised in the present study. Initially, the overall design of the study is explained. Then, information about the context of the study and the participants is given. Lastly, the data collection instruments, data collection procedures, and data analysis procedures are presented.

3.1. Research Design

The purpose of this study is to explore EFL instructors' gaming experience and habits, their perceptions of video games in general, their perceptions of video games as language learning tools, and their views on the use of video games as extracurricular English activities. For this purpose, a mixed-method research design was utilized in the current study. A mixed-method research is defined as an approach that combines both qualitative and quantitative research forms in a single study (Creswell, 2009). With a mixed-method research design, it is possible to benefit from the strengths of both qualitative and quantitative research methods, provide an expanded understanding of the research questions, and boost the validity and reliability of the research (Creswell & Plano-Clark, 2007; Zohrabi, 2013).

Sequential explanatory design, a subcategory of mixed-method research, was particularly adopted for the current study in accordance with the research questions. In sequential explanatory design, initially, quantitative data is gathered and analysed, and then qualitative data is collected and analysed considering the former process (Creswell, 2009). Sequential explanatory design is especially valuable in the current study as it is crucial to enlighten the "how" and "why" questions that arise in the quantitative phase. To this end, first, quantitative data was collected through a questionnaire from EFL instructors to explore their gaming experience and their perceptions of video games and language learning. Later, semi-structured interviews were conducted with a smaller number of participants to obtain further information and a deeper understanding of the results of the quantitative data. Both the qualitative

and quantitative data were integrated and analysed. Finally, the findings obtained from the analysis of the qualitative and quantitative data were discussed together.

Additionally, considering the research problems, a descriptive survey design was used in the present study. In the descriptive research model, the researcher does not intervene or change the variables but describes them as they are in their natural settings (Nassaji, 2015), and surveys are the most common tools for descriptive studies (Gall et al., 2007). As highlighted by Nassaji (2015), a descriptive model suits best the context of second language teaching as conducting a tightly controlled experimental study is highly challenging in a teaching setting and less likely to yield generalisable results with this method.

3.2. The Population and the sample of the study

According to the Turkish Council of Higher Education, a significant majority of students are obliged to attend an English preparatory program as a prerequisite before starting their major programs at universities in Turkey. This obligation depends on the situation that a minimum of 30% of the courses are conducted in English at university. English preparatory programs are mainly offered by schools of foreign languages in Turkey, and they usually take at least one year. The main aim of schools of foreign languages is to equip learners with the essential knowledge of language and language skills so that they can attend and follow the classes successfully in their departments.

The population of the current study includes EFL instructors who work at schools of foreign languages in Turkey. 6540 EFL instructors work at 152 schools of foreign languages in Turkey (according to the Turkish Council of Higher Education, 2023). As it is not feasible to reach all of the EFL instructors, a sample, a smaller and representative group of people in the population (Dörnyei, 2007), was constituted through convenience sampling. Convenience sampling is a form of non-probability sampling method, and it involves selecting participants based on their accessibility (Dörnyei, 2007; Stratton, 2021). The quantitative data collection tool, the questionnaire, was sent to 152 schools of foreign languages in Turkey targeting to reach all of the instructors working at schools of foreign languages at universities through the Erciyes University network. 147 instructors participated in the quantitative phase of the study. For the qualitative phase, the participants who had completed the

questionnaire were requested to attend the interview session. Out of 147 questionnaire participants, 10 instructors volunteered for the interview sessions.

3.2.1. Participants

The participants of the quantitative phase of the study consist of 147 EFL instructors who work at schools of foreign languages at universities in Turkey. Additionally, out of 147 questionnaire participants, 10 instructors volunteered for the interview sessions in the qualitative phase of the data collection. The participants were selected through convenience sampling.

3.2.1.1. Participants of the quantitative data

For the quantitative phase of the study, an online questionnaire was employed. 147 EFL instructors who work at schools of foreign languages at private and state universities in Turkey completed the online questionnaire. The information about the questionnaire participants is presented in the following tables.

Table 6

The Age Distribution of the Questionnaire Participants

Age Range	n	%
30 and below	22	15
31-40	59	40.1
41-50	41	27.9
51-60	24	16.3
Over 60 years	1	0.7
Total	147	100

As shown in Table 6, the majority of the participants (40,1 %) were between the ages of 31 and 40. 27.9% of the participants (n=41) were between the ages of 41 and 50, and 16.3% of the participants (n=24) were between the ages of 51 and 60. 15% of the participants (n=22) were 30 years old or younger. Only one participant was over 60 years old.

Table 7

The Gender Distribution of the Questionnaire Participants

Gender	n	%
Female	100	68
Male	47	32
Total	147	100

Table 7 shows the gender distribution of the participants. It demonstrates that 68% of the participants (n=100) were female. Also, there were 47 male (32%) participants.

Table 8

The Field of Graduation of the Questionnaire Participants

Field of graduation	n	%
English Language Teaching	70	47.6
English Language and Literature	65	44.2
American Culture and Literature	3	2
Translation and Interpretation	3	2
Other	6	4.1
Total	147	100

Table 8 demonstrates the participants' field of graduation. The table reveals that almost half of the participants (47.6 %) graduated from English Language Teaching departments. In addition, there are instructors who graduated from other departments as well, such as English Language and Literature (n=65, 44.2%), American Culture and Literature (n=3, 2%), Translation and Interpretation (n=3, 2%). 6 participants (4.1%) did not specify their field of graduation.

Table 9

The Highest Completed Level of Education of the Questionnaire Participants

Highest completed level of education	n	%
Undergraduate	68	46.3
Postgraduate	79	53.7
Total	147	100

Table 9 shows the highest level of education that the participants completed. It reveals that 79 participants (53.7%) were graduates of MA or Ph.D. programs. Additionally, 68 participants (46.3%) had a bachelor's degree.

Table 10

The Teaching Experience of the Questionnaire Participants

Teaching experience	n	%
Up to 10 years	37	25.2
More than 10 years	110	74.8
Total	147	100

Table 10 demonstrates the years of teaching experience of the participants. It shows that the majority of the participants (n=110, 74.8%) had over 10 years of teaching experience. On the other hand, 37 participants (25.2%) had less than 10 years of teaching experience.

3.2.1.2. Participants of the qualitative data

For the qualitative phase of the study, semi-structured interview sessions were carried out for the interview sessions. 10 participants who completed the survey volunteered to take part in the interview session. The demographic information of the participants can be seen in the table below.

Table 11

The Demographics of the Qualitative Data

	Gender	Age	Institution	Field	Education	Experience	Degree
Participant 1	F	31-40	Private	ELL		11+	MA
Participant 2	F	30 and below	State	ELT	MA	10-	BA
Participant 3	M	31-40	State	ELT	Ph.D.	11+	MA
Participant 4	F	41-50	State	ELT		11+	Ph.D.
Participant 5	F	31-40	State	ELL	Ph.D.	11+	MA
Participant 6	M	31-40	State	ELL		11+	BA
Participant 7	M	31-40	State	ELL	MA	11+	BA
Participant 8	F	30 and below	State	ELT	MA	10-	BA
Participant 9	M	41-50	State	ELT		11+	BA
Participant 10	M	30 and below	Private	ELT		10-	BA

As can be seen in Table 11, there were 5 male and 5 female participants. Also, three of the participants were 30 or below 30 years old; five of them were between 31 and 40 years old, and two of them were between 41 and 50 years old. Two of the participants work in a private university while eight of them work in state universities. Additionally, six of the participants graduated from the English Language Teaching program, and four of them graduated from the English Language and Literature program. Two of the participants were enrolled in a Ph.D. programme and three of them were enrolled in an MA programme. Three of them had 10 years or less teaching experience, and seven of them had 11 years or more teaching experience. Finally, six

of the participants had a BA degree; three of them had an MA degree, and one of them had a Ph.D. degree.

3.3. Data Collection Instruments

In accordance with the research design, both qualitative and quantitative data collection instruments were used. Firstly, a questionnaire was adapted and revised to obtain quantitative data. As Patten and Newhart (2017) emphasised, questionnaires are useful, efficient, and economical data collection tools, that is, they enable researchers to reach a great amount of information from a large number of participants simultaneously, analyse and interpret the results practically, and even collect data from the participants who are geographically distant. Besides, as questionnaires are administered anonymously, it is more likely to get truthful answers from participants (Patten & Newhart, 2017). Therefore, exploiting a questionnaire aligns well with the objectives of the current research. In addition to the questionnaire, a semi-structured interview was designed and conducted for the qualitative data collection. Semi-structured interviews contain pre-prepared guiding questions and prompts as well as some open-ended questions encouraging participants to provide detailed explanations of the issues (Dörnyei, 2007). The combination of the questionnaire and the interview provided the researcher with comprehensive data, compensated for each other's limitations, and contributed to a holistic understanding of the research problems.

3.3.1. The questionnaire

For the quantitative data collection, a questionnaire (Appendix II) was developed by the researcher in light of the related literature. The questionnaire contained factual, behavioural, and attitudinal questions. Factual questions intended to gather demographic details; behavioural questions aimed to collect data about the EFL instructors' gaming habits, and attitudinal questions targeted to reveal the participants' perceptions of video games and language learning as well as their attitudes towards using video games as extracurricular activities. The questionnaire contains five sections and 48 items. The first and second sections of the questionnaire include multiple-choice and multi-select items. In the third, fourth, and fifth sections, there are Likert-type questions.

The first section includes seven questions to determine the demographic information, such as age, gender, institution, educational background, and years of

experience. The second section contains seven items that aim to investigate the instructors' prior gaming experience. For this purpose, Items 1, 3, and 7 were developed by the researcher. Items 4 and 5 were adapted from Wu (2015), and Item 6 was adapted from Can (2003). Also, a definition of video games was added at the beginning of this section to clarify what it meant in the context of the current study. The third section of the questionnaire includes 11 items exploring EFL instructors' perceptions of video games as leisure time activities. This part was adapted from Can (2003) with minor modifications according to the scope of the study, and it was translated from Turkish to English. In the fourth section, there are 13 items assessing EFL instructors' perceptions of video games as language learning tools. The items in this section were mainly adapted from Wu (2015) and Li (2017), and they were combined with some items developed by the researcher. The last section of the questionnaire includes 10 items exploring EFL instructors' views on implementing video games in teaching as extracurricular English activities. The items in this section were also adapted from Wu (2015) and Li (2017), and some additional items were added by the researcher to underpin relevant research questions. The terms *digital games* and *computer games* in the aforementioned studies were replaced by *video games* in the context of the current study. Also, the term *extracurricular* explained in the literature review was replaced with more common equivalents like *supplementary/out-of-class activities* in the questionnaire in case the participants were not familiar with the term *extracurricular English activities*.

As stated above, certain items in the questionnaire were adapted or developed by the researcher for the context of the current study. Therefore, an expert review was conducted for all the items in the questionnaire to assure content validity and face validity. First, two experts in the field of English language teaching and one expert in statistics reviewed and revised the items to ensure that they were comprehensible, clear, target-specific, and relevant to the scope and the purpose of the study. Then, the questionnaire was applied to a similar but smaller group of people resembling the target population. Feedback obtained led the researcher to rearrange, reword, or omit some items before finalising the latest version.

3.3.2. The interview

The interview sessions aimed to get detailed and extended responses from the participants since they are crucial to gaining comprehensive knowledge about EFL instructors' perspectives. For this purpose, a semi-structured interview method was conducted. A semi-structured interview is defined as a "conversation with a purpose" (Burgess, 1984). In this qualitative research method, the interview session proceeds with pre-determined guiding questions. Therefore, the interviewer has the opportunity to obtain further responses on preplanned themes.

The main interview questions and follow-up questions were developed by the researcher (Appendix III) and consulted by two subject matter experts to ensure validity and reliability. In light of the comments and views of the experts, the researcher made the necessary changes to make the questions clear and relevant to the research problems. The interview schedule included brief information about the purpose of the study, the description of the interview session, the voluntary nature of the study, the notice of audio recording, the rights of the participants, and the contact information of the researcher.

The interview session includes six core questions to ask each participant with several follow-up questions. These follow-up questions may change according to the responses to these core questions to get further information. Also, the definition of video games was provided at the beginning. The first question was developed to find out the gaming habits of the participants. The second one explores whether the participants have positive or negative perceptions about video games in general. The third question investigates the participants' perceptions of learning foreign languages through video games, their personal experiences, and concerns in this manner. The fourth question aims to find out whether the participants use video games in their teaching. The fifth one focuses on the extracurricular (supplementary or out-of-class) activities that the participant instructors advise and whether they consider video games in this category or not. The last question of the interview is about the perceived benefits or challenges of the participants in integrating video games as extracurricular activities.

3.3.3. Data collection procedure

In the current study, both qualitative and quantitative data collection procedures were employed. The data collection instruments and procedures followed in this study were given ethical approval by the Erciyes University Social and Human Sciences Ethics Committee (Appendix V). Additionally, the respondents expressed their consent to participate in the questionnaire and the interview by completing consent forms (Appendix I).

For quantitative data collection, both printed and online versions of the questionnaire were prepared. The online version was created via Google Forms. For the administration of the questionnaires, a request email was sent through the rectorate channels of Erciyes University to the schools of foreign languages at universities that offer English preparatory education in Turkey. The scanned version of the printed questionnaire, online survey link, and ethical approval were attached to those emails. The participants were selected through the convenience sampling method. As this study was based on voluntary participation, the questionnaires were delivered to all relevant institutions through the Erciyes University network, without applying any additional sampling methods, in order to maximize the number of participants. From among the universities that gave permission, 147 participants in total filled out the questionnaire. This process took approximately 12 weeks to complete.

For qualitative data collection, semi-structured interview sessions were conducted with ten voluntary participants who completed the questionnaire. The participants were EFL instructors who work at schools of foreign languages at universities. The interview sessions were carried out face-to-face and in English. Despite the common recommendation to use the native language in interview sessions to minimise language barriers (Welch & Piekkari, 2006), the participants' own preferences played a crucial role in determining the language choice in the current study (Schembri & Jašić, 2022). All participants expressed a preference for conducting interviews in English, a language that is not their native language but one in which they feel comfortable and proficient. Moreover, conducting the interviews in English eliminated the risk of misrepresentation through translation and ensured the preservation of cultural context (Schembri & Jašić, 2022). Before the interview sessions, the participants were informed about the purpose of the study, the number of questions, the approximate duration of the interview, the audio recording, and the

privacy and confidentiality of their identities and responses. Each interview lasted approximately 10 to 20 minutes.

Table 12

Duration of the Interviews

Participants	Duration
Participant 1	12'
Participant 2	9'
Participant 3	16.23'
Participant 4	18'
Participant 5	12.56'
Participant 6	10.11'
Participant 7	15.40'
Participant 8	13.25'
Participant 9	11'
Participant 10	10.52'

The table above shows the duration of the interview sessions with each participant. The longest interview was with Participant 4 which took 18 minutes. The shortest interview lasted 9 minutes with Participant 3.

3.4. Data Analysis Procedure

The data analysis of this study consisted of two stages. First, the quantitative data analysis of the questionnaire was conducted. Then, the qualitative data derived from the interview sessions were analysed.

3.4.1. Quantitative data analysis

Regarding the quantitative data analysis, the data was collected and stored via Google Forms. Later, they were exported to a spreadsheet in Excel and transferred to IBM SPSS Statistics 23.0 (statistics analysis software) for analysis. For the descriptive analysis of the first and the second part of the questionnaire, the frequency descriptions, percentages, mean, and standard deviations of the responses were calculated to reveal categorical variables. As Creswell (2012) highlighted, descriptive analysis helps to understand the degree of relation among scores.

Additionally, the chi-square test (χ^2), a subcategory of inferential statistics, was used to analyse the obtained data. The chi-square test is used to determine the significance of the association between categorical variables (Cohen et al., 2017). In

the current study, the purpose of using the chi-square test was to examine the level of difference among the participants' perceptions by gender, field of graduation, the highest degree of level of education, and experience. The third part of the questionnaire was to explore the perceptions of the participants regarding video games in general. For the analysis of this part, first, descriptive analysis was applied to calculate the frequencies and percentages. Also, the chi-square test was utilized to investigate whether there are any statistically significant differences between the participants' perceptions by their gender, field of graduation, the highest degree of level of education, and experience.

The fourth part of the questionnaire aimed to explore the perceptions of the instructors regarding video games as language learning tools. Initially, the descriptive analysis was conducted to get a general overview. In the analysis of this part, a chi-square test was performed to see whether there are any statistically significant differences between the participants' perceptions of video games as language learning tools by their gender, field of graduation, the highest degree of level of education, and experience.

The purpose of the final part was to investigate the participants' perceptions and views on using video games as extracurricular activities. For the analysis of this part, descriptive analysis was carried out to calculate percentages and frequencies. Later, a chi-square test was performed to investigate if there are any statistically significant differences between the participants' perceptions. The whole process of quantitative analysis was carried out on IBM SPSS Statistics 23.0 (statistics analysis software) and the findings obtained were interpreted in relation to the research questions.

3.4.2. Qualitative data analysis

The purpose of the semi-structured interviews was to allow the participants to elaborate on their responses and eventually get a better understanding of the reasons behind their opinions. For the analysis of the qualitative data, the content analysis method was conducted, and the stages of semi-structured interview analysis highlighted by Creswell (2014) were followed. This analysis included transcription, organisation and preparation of data, coding, categorisation codes as themes, development of a contextual framework, and finally interpretation. Following these

steps, first, the audio recordings of the interviews were transcribed by the researcher. Then, the transcripts were uploaded to a software program, MAXQDA. The data were carefully examined and organised on MAXQDA. Then, codes were created by analysing the participants' responses. Afterward, themes and categories were identified, and the data were organised in accordance with the research questions (see Appendix IV for a sample interview analysis). Finally, the data were interpreted and summarised by patterns and data relationships. The participants were informed about the direct quotes to make sure they were correctly worded, and member checking was conducted to ensure the accuracy of the findings (Creswell, 2013).



CHAPTER IV

FINDINGS

This chapter includes a thorough description of the results obtained from the quantitative and qualitative data analysis. First, the findings of the quantitative data collected through the questionnaire are presented in tables. Then, the qualitative data results are reported along with the significant quotations from the interview sessions.

4.1. Findings Related to the EFL Instructors' Video Game Experiences and Habits

In this section, the findings of the descriptive analysis are presented with tables and figures. The table below shows the frequency and the percentages of items from 1 to 4 regarding the video game experience and habits of the participants. Later, the results regarding the items 5, 6, and 7 are presented with figures.

Table 13

The Frequency Distribution of the Video Game Experiences and Habits of EFL Instructors (Items 1 - 4)

Gaming experience		f	%
1. How often do you play video games?	Rarely	102	69.4
	Sometimes	24	16.3
	Often	21	14.3
2. When did you first start playing video games?	I did not play video games at all.	46	31.3
	Younger than 10 years old	36	24.5
	Older than 11 years old	65	44.2
3. How long have you played/have you been playing video games?	I do not play video games.	64	43.5
	0-10 years	31	21.1
	Over 11 years	52	35.4
4. How many hours per week do you spend playing video games?	None	79	53.7
	0-5 hours	68	46.3

Table 13 demonstrates that the majority of the participants play video games rarely (69.4%), while others play sometimes (16.3%) or often (14.3%). Regarding the age at which the instructors first started playing video games, 44.2% reported that they

started after the age of 11, whereas 24.5% began playing at a younger age, and 31.3% reported they do not play video games at all. Based on these findings, the majority of the instructors started playing video games after the age of 11. Regarding the duration of playing video games, 43.5% of the instructors reported that they do not play, 21.1% have been playing for up to 10 years, and 35.4% have been playing for over 11 years. These results suggest that most instructors have not been playing video games for an extended period.

Figure 3

The Frequency Distribution of the Types of Video Game Platforms That the Participants Use

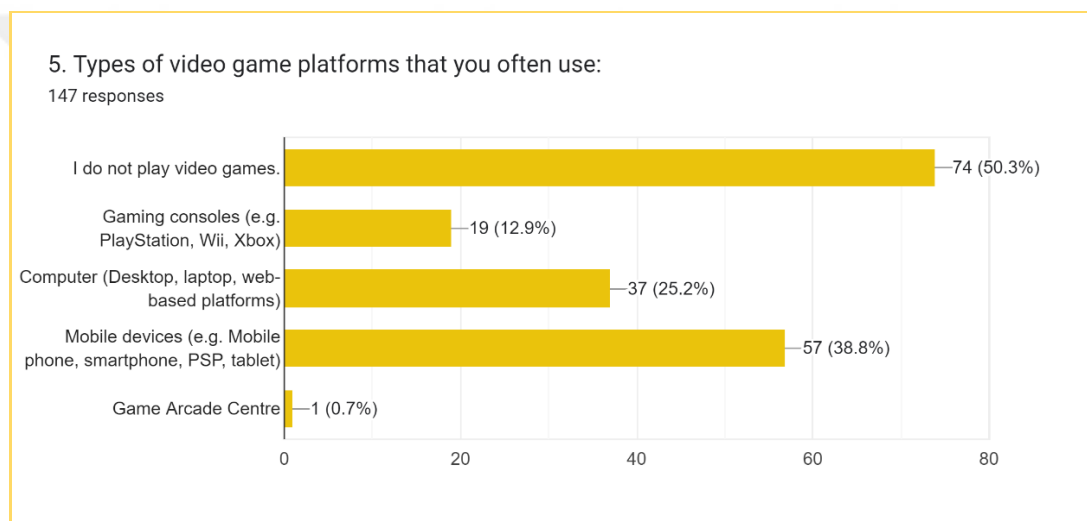


Figure 3 illustrates that out of 147 participants, 74 (50.3%) reported that they do not play video games, while the remaining 73 (49.7%) play video games. Among those who reported playing video games, the most commonly preferred platform is mobile devices (e.g. mobile phone, smartphone, PSP, tablet) (38.8%), followed by computer (desktop, laptop, web-based platforms) (25.2%), and gaming consoles (e.g. PlayStation, Wii, Xbox) (12.9%). Only one participant (0.7%) selected the option of game arcade centres. These results indicate that among the EFL instructors who play video games, mobile devices are the most frequently used platform.

Figure 4

The Frequency Distribution of the Types of Video Games That Participants Often Play

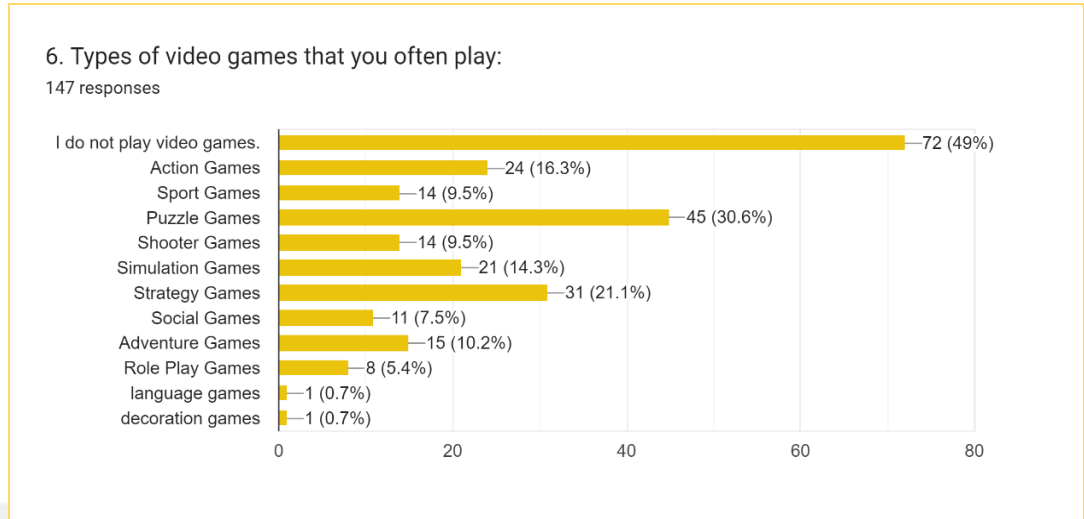
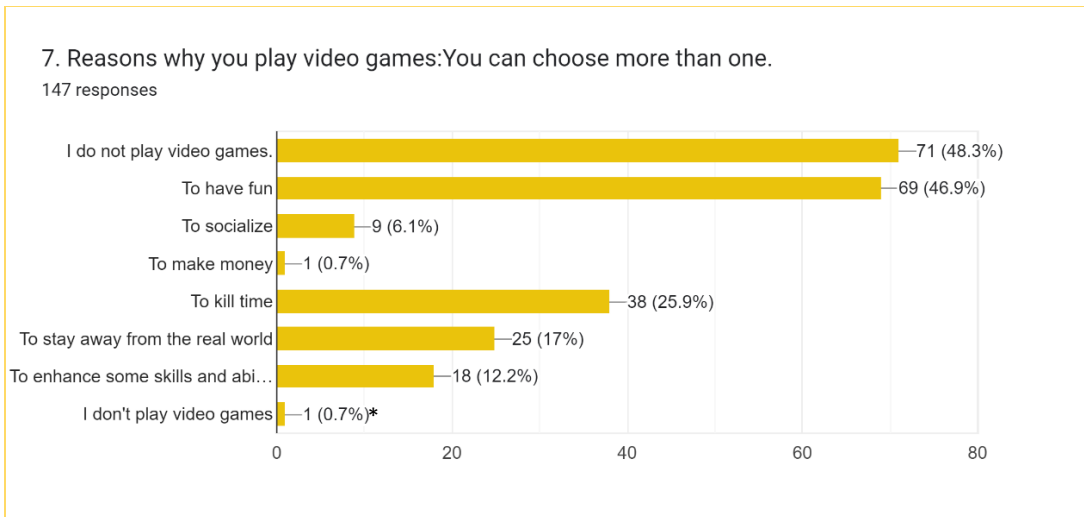


Figure 4 shows that out of the 147 participants, a majority of 30.6% prefer puzzle games. It is followed by strategy games (21.1%), action games (16.3%), simulation games (13.6%), shooter games (8.8%), adventure games (9.5%), sports games (9.5%), social games (7.5%), and role-play games (4.8%). In brief, the most preferred game genre among the participants is puzzle games.

Figure 5

The Frequency Distribution of the Reasons Why the Participants Play Video Games



*One participant specified that he/she does not play video games even though this option was provided.

Figure 5 shows that in response to the question about their reasons for playing video games, 69 participants (46.9%) reported that they play video games to have fun,

which is the most common reason. Also, 38 (25.9%) participants reported that they play video games to kill time. 17 (11.6%) respondents reported that they play to enhance skills and abilities. 8 (5.4%) respondents reported that they play to socialise, while only 1 (0.7%) respondent indicated that she/he plays video games to make money, which is the least common reason.

4.1.1. Findings related to the efl instructors' video game experiences and habits based on the variable gender

This section presents the findings revealed by the chi-square statistics. The purpose of the chi-square test was to determine whether the gender of the participants influence their video game habits and experiences. The following tables illustrate the frequency distribution and the chi-square statistics concerning the gaming experiences and habits of the EFL instructors depending on their gender.

Table 14

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Gender (Items 1-4)

Gaming experience	Gender		Rarely	Sometimes	Often	χ^2
1. How often do you play video games?	Female	f	73	13	14	$\chi^2=2,726$; $p>,05$
		%	73.0	13.0	14.0	
	Male	f	29	11	7	
		%	61.7	23.4	14.9	
Gaming experience	Gender		I did not play video games at all	Younger than 10 years old	Older than 11 years old	χ^2
2. When did you first start playing video games?	Female	f	35	22	43	$\chi^2=2,270$; $p>,05$
		%	35.0	22.0	43.0	
	Male	f	11	14	22	
		%	23.4	29.8	46.8	
Gaming experience	Gender		I do not play video games.	0-10 years	over 11 years	χ^2
3. How long have you played/have you been playing video games?	Female	f	48	18	34	$\chi^2=3,012$; $p>,05$
		%	48.0	18.0	34.0	
	Male	f	16	13	18	
		%	34.0	27.7	38.3	
Gaming experience	Gender		None	0-5 hours		χ^2
4. How many hours per week do you spend playing video games?	Female	f	57	43		$\chi^2=1,336$; $p>,05$
		%	57.0	43.0		
	Male	f	22	25		
		%	46.8	53.2		

Table 14 demonstrates the results of the chi-square test regarding the items from 1 to 4. The findings show that there is no statistically significant difference. In other words, there is no relationship between the groups in any of the items above regarding the gender of the instructors.

Table 15

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Gender (Items 5-26)

Gaming experience	Gender	No	Yes	χ^2
5. Types of video game platforms that you often use: I do not play video games.	Female	f 49	51	$\chi^2=.225$; $p>.05$
		% 49.0	51.0	
	Male	f 25	22	
		% 53.2	46.8	
6. Types of video game platforms that you often use: Gaming consoles (e.g. PlayStation, Wii, Xbox)	Female	f 88	12	$\chi^2=.238$; $p>.05$
		% 88.0	12.0	
	Male	f 40	7	
		% 85.1	14.9	
7. Types of video game platforms that you often use: Computer (Desktop, laptop, web-based platforms)	Female	f 82	18	$\chi^2=8.537$; $p<.05$
		% 82.0	18.0	
	Male	f 28	19	
		% 59.6	40.4	
8. Types of video game platforms that you often use: Mobile devices (e.g. Mobile phone, smartphone, PSP, tablet)	Female	f 59	41	$\chi^2=.652$; $p>.05$
		% 59.0	41.0	
	Male	f 31	16	
		% 66.0	34.0	
9. Types of video game platforms that you often use: Game Arcade Centre	Female	f 100	0	$\chi^2=2.142$; $p>.05$
		% 100.0	0.0	
	Male	f 46	1	
		% 97.9	2.1	
10. Types of video games that you often play: I do not play video games.	Female	f 50	50	$\chi^2=.130$; $p>.05$
		% 50.0	50.0	
	Male	f 25	22	
		% 53.2	46.8	
11. Types of video games that you often play: Action Games	Female	f 90	10	$\chi^2=9.164$; $p<.05$
		% 90.0	10.0	
	Male	f 33	14	
		% 70.2	29.8	
12. Types of video games that you often play: Sport Games	Female	f 97	3	$\chi^2=15.448$; $p<.05$
		% 97.0	3.0	
	Male	f 36	11	
		% 76.6	23.4	
13. Types of video games that you often play: Puzzle Games	Female	f 66	34	$\chi^2=1.690$; $p>.05$
		% 66.0	34.0	
	Male	f 36	11	
		% 76.6	23.4	

Table 15 *continued*

Gaming experience	Gender	No	Yes	χ^2
14. Types of video games that you often play: Shooter Games	Female	f	95	5
		%	95.0	5.0
	Male	f	39	8
		%	83.0	17.0
15. Types of video games that you often play: Simulation Games	Female	f	92	8
		%	92.0	8.0
	Male	f	35	12
		%	74.5	25.5
16. Types of video games that you often play: Strategy Games	Female	f	81	19
		%	81.0	19.0
	Male	f	35	12
		%	74.5	25.5
17. Types of video games that you often play: Social Games	Female	f	91	9
		%	91.0	9.0
	Male	f	45	2
		%	95.7	4.3
18. Types of video games that you often play: Adventure Games	Female	f	90	10
		%	90.0	10.0
	Male	f	43	4
		%	91.5	8.5
19. Types of video games that you often play: Role Play Games	Female	f	96	4
		%	96.0	4.0
	Male	f	44	3
		%	93.6	6.4
20. Reasons why you play video games: I do not play video games.	Female	f	52	48
		%	52.0	48.0
	Male	f	25	22
		%	53.2	46.8
21. Reasons why you play video games: To have fun	Female	f	56	44
		%	56.0	44.0
	Male	f	22	25
		%	46.8	53.2
22. Reasons why you play video games: To socialize	Female	f	96	4
		%	96.0	4.0
	Male	f	43	4
		%	91.5	8.5
23. Reasons why you play video games: To make money	Female	f	99	1
		%	99.0	1.0
	Male	f	47	0
		%	100.0	0.0
24. Reasons why you play video games: To kill time	Female	f	75	25
		%	75.0	25.0
	Male	f	34	13
		%	72.3	27.7

Table 15 *continued*

Gaming experience	Gender		No	Yes	χ^2
25. Reasons why you play video games: To stay away from the real world	Female	f	83	17	$\chi^2=.000$; $p>.05$
		%	83.0	17.0	
	Male	f	39	8	
		%	83.0	17.0	
26. Reasons why you play video games: To enhance some skills and abilities	Female	f	86	14	$\chi^2=1.814$; $p>.05$
		%	86.0	14.0	
	Male	f	44	3	
		%	93.6	6.4	

Table 15 indicates that regarding the items from 5 to 9 (the types of video game platforms that the participants often use), the option Computer (Desktop, laptop, web-based platforms) was selected by 18 (18.0%) of the female respondents and 19 (40.4%) of the male participants. The results of the chi-square test performed to determine whether there is a significant difference between the groups based on their gender reveal that there is a statistically significant difference at the level of .05 between the responses of the instructors. Based on this finding, it can be concluded that male instructors agree more with the item.

Regarding the items from 11 to 19 (types of games that the participants often play), 10 (10.0%) of the female participants and 14 (29.8%) of the male participants prefer action games; 3 (3.0%) of the female participants and 11 (23.4%) of the male participants prefer sports games; 5 (5.0%) of the female participants and 8 (17.0%) of the male participants prefer shooter games; and 8 (8.0%) of the female participants and 12 (25.5%) of the male participants prefer simulation games. The chi-square test results indicate a statistically significant difference at the .05 level between the male and the female instructors for these game genres. Thus, it can be concluded that the male instructors play those game genres more than the female instructors. As a result of the statistical analysis, there is no noteworthy statistical disparity across the groups for any of the items

4.1.2. Findings related to EFL instructors' video game experiences and habits based on the variable level of education

This section presents the findings revealed by the chi-square statistics. The purpose of the chi-square test was to determine whether the level of education of the participants influence their video game habits and experiences. The following tables demonstrate the frequency distribution and chi-square statistics concerning the gaming experiences and habits of the EFL instructors depending on their level of education.

Table 16

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Level of Education (Items 1-4)

Gaming experience	Level of Education	Rarely	Sometimes	Often	χ^2
1. How often do you play video games?	Undergraduate	f 46	15	7	$\chi^2=4.013$; $p>.05$
		% 67.6	22.1	10.3	
	Postgraduate	f 56	9	14	
		% 70.9	11.4	17.7	
Gaming experience	Level of Education	I did not play video games at all	Younger than 10 years old	Older than 11 years old	χ^2
2. When did you first start playing video games?	Undergraduate	f 22	17	29	$\chi^2=.130$; $p>.05$
		% 32.4	25.0	42.6	
	Postgraduate	f 24	19	36	
		% 30.4	24.1	45.6	
Gaming experience	Level of Education	I do not play video games.	0-10 years	over 11 years	χ^2
3. How long have you played/have you been playing video games?	Undergraduate	f 29	15	24	$\chi^2=.080$; $p>.05$
		% 42.6	22.1	35.3	
	Postgraduate	f 35	16	28	
		% 44.3	20.3	35.4	
Gaming experience	Level of Education	None	0-5 hours		χ^2
4. How many hours per week do you spend playing video games?	Undergraduate	f 32	36		$\chi^2=2.273$; $p>.05$
		% 47.1	52.9		
	Postgraduate	f 47	32		
		% 59.5	40.5		

Table 16 shows the results of the chi-square test. For the items from 1 to 4, the results indicate an absence of statistically significant differences. To put it differently,

there is no notable relationship between the groups depending on the instructors' level of education.

Table 17

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Level of Education (Items 5-26)

Gaming experience	Level of Education		No	Yes	χ^2
5. Types of video game platforms that you often use: I do not play video games.	Undergraduate	f	37	31	$\chi^2=,839$; $p>,05$
		%	54.4	45.6	
	Postgraduate	f	37	42	
		%	46.8	53.2	
6. Types of video game platforms that you often use: Gaming consoles (e.g. PlayStation, Wii, Xbox)	Undergraduate	f	59	9	$\chi^2=,011$; $p>,05$
		%	86.8	13.2	
	Postgraduate	f	69	10	
		%	87.3	12.7	
7. Types of video game platforms that you often use: Computer (Desktop, laptop, web-based platforms)	Undergraduate	f	49	19	$\chi^2=,516$; $p>,05$
		%	72.1	27.9	
	Postgraduate	f	61	18	
		%	77.2	22.8	
8. Types of video game platforms that you often use: Mobile devices (e.g. Mobile phone, smartphone, PSP, tablet)	Undergraduate	f	40	28	$\chi^2=,307$; $p>,05$
		%	58.8	41.2	
	Postgraduate	f	50	29	
		%	63.3	36.7	
9. Types of video game platforms that you often use: Game Arcade Centre	Undergraduate	f	68	0	$\chi^2=,867$; $p>,05$
		%	100.0	0.0	
	Postgraduate	f	78	1	
		%	98.7	1.3	
10. Types of video games that you often play: I do not play video games.	Undergraduate	f	37	31	$\chi^2=,582$; $p>,05$
		%	54.4	45.6	
	Postgraduate	f	38	41	
		%	48.1	51.9	
11. Types of video games that you often play: Action Games	Undergraduate	f	56	12	$\chi^2=,162$; $p>,05$
		%	82.4	17.6	
	Postgraduate	f	67	12	
		%	84.8	15.2	
12. Types of video games that you often play: Sport Games	Undergraduate	f	61	7	$\chi^2=,087$; $p>,05$
		%	89.7	10.3	
	Postgraduate	f	72	7	
		%	91.1	8.9	
13. Types of video games that you often play: Puzzle Games	Undergraduate	f	42	26	$\chi^2=3,462$; $p>,05$
		%	61.8	38.2	
	Postgraduate	f	60	19	
		%	75.9	24.1	

Table 17 *continued*

Gaming experience	Level of Education	No	Yes	χ^2
14. Types of video games that you often play: Shooter Games	Undergraduate	f 60 % 88.2	8 11.8	$\chi^2=1,339$; $p>,05$
	Postgraduate	f 74 % 93.7	5 6.3	
15. Types of video games that you often play: Simulation Games	Undergraduate	f 62 % 91.2	6 8.8	$\chi^2=2,462$; $p>,05$
	Postgraduate	f 65 % 82.3	14 17.7	
16. Types of video games that you often play: Strategy Games	Undergraduate	f 54 % 79.4	14 20.6	$\chi^2=,019$; $p>,05$
	Postgraduate	f 62 % 78.5	17 21.5	
17. Types of video games that you often play: Social Games	Undergraduate	f 62 % 91.2	6 8.8	$\chi^2=,328$; $p>,05$
	Postgraduate	f 74 % 93.7	5 6.3	
18. Types of video games that you often play: Adventure Games	Undergraduate	f 59 % 86.8	9 13.2	$\chi^2=2,023$; $p>,05$
	Postgraduate	f 74 % 93.7	5 6.3	
19. Types of video games that you often play: Role Play Games	Undergraduate	f 63 % 92.6	5 7.4	$\chi^2=1,873$; $p>,05$
	Postgraduate	f 77 % 97.5	2 2.5	
20. Reasons why you play video games: I do not play video games.	Undergraduate	f 37 % 54.4	31 45.6	$\chi^2=,209$; $p>,05$
	Postgraduate	f 40 % 50.6	39 49.4	
21. Reasons why you play video games: To have fun	Undergraduate	f 34 % 50.0	34 50.0	$\chi^2=,476$; $p>,05$
	Postgraduate	f 44 % 55.7	35 44.3	
22. Reasons why you play video games: To socialize	Undergraduate	f 63 % 92.6	5 7.4	$\chi^2=,898$; $p>,05$
	Postgraduate	f 76 % 96.2	3 3.8	
23. Reasons why you play video games: To make money	Undergraduate	f 68 % 100.0	0 0.0	$\chi^2=,867$; $p>,05$
	Postgraduate	f 78 % 98.7	1 1.3	
24. Reasons why you play video games: To kill time	Undergraduate	f 49 % 72.1	19 27.9	$\chi^2=289$; $p>,05$
	Postgraduate	f 60 % 75.9	19 24.1	

Table 17 *continued*

Gaming experience	Level of Education		No	Yes	χ^2
25. Reasons why you play video games: To stay away from the real world	Undergraduate	f	54	14	$\chi^2=1,150$; $p>,05$
		%	79.4	20.6	
	Postgraduate	f	68	11	
		%	86.1	13.9	
26. Reasons why you play video games: To enhance some skills and abilities	Undergraduate	f	59	9	$\chi^2=,345$; $p>,05$
		%	86.8	13.2	
	Postgraduate	f	71	8	
		%	89.9	10.1	

Table 17 shows the results of the chi-square test. For the items from 5 to 26, the results indicate that no statistically significant distinctions are observed among the groups for any of the items above based on the level of education of the EFL instructors. In other words, no relation exists between the groups in any of the items above regarding the level of education of the participants.

4.1.3. Findings related to the EFL instructors' video game experiences and habits based on the variable field of graduation

Within this section, the findings from the chi-square statistical analysis are demonstrated. The chi-square test was employed to determine the potential impact of the participants' field of graduation on their video game experiences and habits. The tables below show the frequency distribution and chi-square statistics of gaming experiences and habits of EFL instructors depending on their field of graduation.

Table 18

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Field of Graduation (Items 1-4)

Gaming experience	Field of graduation		Rarely	Sometimes	Often	χ^2
1. How often do you play video games?	ELT	f	48	14	8	$\chi^2=1,881$; $p>,05$
		%	68.6	20.0	11.4	
	Other	f	54	10	13	
		%	70.1	13.0	16.9	
Gaming experience	Field of graduation		I did not play video games at all	Younger than 10 years old	Older than 11 years old	χ^2
2. When did you first start playing video games?	ELT	f	22	18	30	$\chi^2=,139$; $p>,05$
		%	31.4	25.7	42.9	
	Other	f	24	18	35	
		%	31.2	23.4	45.5	
Gaming experience	Field of graduation		I do not play video games.	0-10 years	over 11 years	χ^2
3. How long have you played/have you been playing video games?	ELT	f	26	17	27	$\chi^2=2,289$; $p>,05$
		%	37.1	24.3	38.6	
	Other	f	38	14	25	
		%	49.4	18.2	32.5	
Gaming experience	Field of graduation		None	0-5 hours		χ^2
4. How many hours per week do you spend playing video games?	ELT	f	35	35		$\chi^2=,753$; $p>,05$
		%	50.0	50.0		
	Other	f	44	33		
		%	57.1	42.9		

Table 18 shows the outcomes of the chi-square test. The findings indicate that there is no statistically significant difference among the groups in any of the specified items based on the field of graduation. To put it differently, there is no relation between video game experience and habits and the participants' field of graduation.

Table 19

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Field of Graduation (Items 5-26)

Gaming experience	Field of graduation		No	Yes	χ^2
5. Types of video game platforms that you often use: I do not play video games.	ELT	f	37	33	$\chi^2=,339$; $p>,05$
		%	52.9	47.1	
	Other	f	37	40	
		%	48.1	51.9	
6. Types of video game platforms that you often use: Gaming consoles (e.g. PlayStation, Wii, Xbox)	ELT	f	59	11	$\chi^2=,924$; $p>,05$
		%	84.3	15.7	
	Other	f	69	8	
		%	89.6	10.4	
7. Types of video game platforms that you often use: Computer (Desktop, laptop, web-based platforms)	ELT	f	51	19	$\chi^2=,276$; $p>,05$
		%	72.9	27.1	
	Other	f	59	18	
		%	76.6	23.4	
8. Types of video game platforms that you often use: Mobile devices (e.g. Mobile phone, smartphone, PSP, tablet)	ELT	f	44	26	$\chi^2=,150$; $p>,05$
		%	62.9	37.1	
	Other	f	46	31	
		%	59.7	40.3	
9. Types of video game platforms that you often use: Game Arcade Centre	ELT	f	69	1	$\chi^2=1,108$; $p>,05$
		%	98.6	1.4	
	Other	f	77	0	
		%	100.0	0.0	
10. Types of video games that you often play: I do not play video games.	ELT	f	37	33	$\chi^2=,180$; $p>,05$
		%	52.9	47.1	
	Other	f	38	39	
		%	49.4	50.6	
11. Types of video games that you often play: Action Games	ELT	f	59	11	$\chi^2=,037$; $p>,05$
		%	84.3	15.7	
	Other	f	64	13	
		%	83.1	16.9	
12. Types of video games that you often play: Sport Games	ELT	f	60	10	$\chi^2=3,517$; $p>,05$
		%	85.7	14.3	
	Other	f	73	4	
		%	94.8	5.2	
13. Types of video games that you often play: Puzzle Games	ELT	f	48	22	$\chi^2=,042$; $p>,05$
		%	68.6	31.4	
	Other	f	54	23	
		%	70.1	29.9	
14. Types of video games that you often play: Shooter Games	ELT	f	64	6	$\chi^2=,012$; $p>,05$
		%	91.4	8.6	
	Other	f	70	7	
		%	90.9	9.1	

Table 19 *continued*

Gaming experience	Field of graduation		No	Yes	χ^2
15. Types of video games that you often play: Simulation Games	ELT	f %	61 87.1	9 12.9	$\chi^2=.064$; $p>.05$
	Other	f %	66 85.7	11 14.3	
16. Types of video games that you often play: Strategy Games	ELT	f %	57 81.4	13 18.6	$\chi^2=.509$; $p>.05$
	Other	f %	59 76.6	18 23.4	
17. Types of video games that you often play: Social Games	ELT	f %	64 91.4	6 8.6	$\chi^2=.229$; $p>.05$
	Other	f %	72 93.5	5 6.5	
18. Types of video games that you often play: Adventure Games	ELT	f %	62 88.6	8 11.4	$\chi^2=.563$; $p>.05$
	Other	f %	71 92.2	6 7.8	
19. Types of video games that you often play: Role Play Games	ELT	f %	66 94.3	4 5.7	$\chi^2=.267$; $p>.05$
	Other	f %	74 96.1	3 3.9	
20. Reasons why you play video games: I do not play video games.	ELT	f %	39 55.7	31 44.3	$\chi^2=.595$; $p>.05$
	Other	f %	38 49.4	39 50.6	
21. Reasons why you play video games: To have fun	ELT	f %	36 51.4	34 48.6	$\chi^2=.143$; $p>.05$
	Other	f %	42 54.5	35 45.5	
22. Reasons why you play video games: To socialize	ELT	f %	66 94.3	4 5.7	$\chi^2=.019$; $p>.05$
	Other	f %	73 94.8	4 5.2	
23. Reasons why you play video games: To make money	ELT	f %	70 100.0	0 0.0	$\chi^2=.915$; $p>.05$
	Other	f %	76 98.7	1 1.3	
24. Reasons why you play video games: To kill time	ELT	f %	49 70.0	21 30.0	$\chi^2=1.201$; $p>.05$
	Other	f %	60 77.9	17 22.1	
25. Reasons why you play video games: To stay away from the real world	ELT	f %	56 80.0	14 20.0	$\chi^2=.848$; $p>.05$
	Other	f %	66 85.7	11 14.3	

Table 19 *continued*

Gaming experience	Field of graduation		No	Yes	χ^2
26. Reasons why you play video games: To enhance some skills and abilities	ELT	f	61	9	$\chi^2=.218$; $p>.05$
		%	87.1	12.9	
	Other	f	69	8	
		%	89.6	10.4	

Table 19 demonstrates the results of the chi-square test. Upon examining Table 18, it can be seen that there is no statistically significant difference between the groups in any of the items above based on the field of graduation. Therefore, it can be concluded that the field of graduation does not impact the participants' gaming experience and habits.

4.1.4. Findings related to the EFL instructors' video game experiences and habits based on the variable teaching experience

In this section, the findings obtained from the chi-square statistics are given. The chi-square test was utilised to determine whether the teaching experience of the participants influence their video game experiences and habits. The following tables show the frequency distribution and chi-square statistics depending on the participants' teaching experience.

Table 20

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Teaching Experience (Items 1-4)

Gaming experience		Teaching Experience		Rarely	Sometimes	Often	x^2
1. How often do you play video games?		Up to 10	f	20	7	10	$x^2=7,498$; p<,05
		years	%	54.1	18.9	27.0	
		More than	f	82	17	11	
		10 years	%	74.5	15.5	10.0	
Gaming experience		Teaching Experience		I did not play video games at all	Younger than 10 years old	Older than 11 years old	x^2
2. When did you first start playing video games?		Up to 10	f	6	14	17	$x^2=7,222$; p<,05
		years	%	16.2	37.8	45.9	
		More than	f	40	22	48	
		10 years	%	36.4	20.0	43.6	

Table 20 *continued*

Gaming experience	Teaching Experience	I do not play video games.	0-10 years	over 11 years	χ^2
3. How long have you played/have you been playing video games?	Up to 10 years	f 10	7	20	$\chi^2=8,084$; $p<,05$
		% 27.0	18.9	54.1	
	More than 10 years	f 54	24	32	
		% 49.1	21.8	29.1	
Gaming experience	Teaching Experience	None	0-5 hours		χ^2
4. How many hours per week do you spend playing video games?	Up to 10 years	f 14	23		$\chi^2=5,031$; $p<,05$
		% 37.8	62.2		
	More than 10 years	f 65	45		
		% 59.1	40.9		

Table 20 indicates that regarding item 1, 54.1% of the instructors with a teaching experience of up to 10 years answered “rarely”, 18.9% answered “sometimes” and 27.0% of them answered “often”. Also, 74.5% of the participants who are 11 years and over said “rarely”, 15.5% said “sometimes” and 10.0% said “often”. According to the results of the chi-square test, there is a statistically significant difference at the level of .05 between the responses of the instructors. Based on this finding, it can be concluded that the instructors with teaching experience of 11 years and above tend to play video games less frequently.

Regarding item 2, the results indicate a statistically significant difference at the level of .05 between the responses of the instructors. It can be concluded that the instructors with teaching experience of up to 10 years start video games at an earlier age. For item 3, the findings reveal that there is a statistically significant difference of .05 level between the responses of the instructors. Therefore, the instructors with teaching experience of up to 10 years have been playing video games longer. Regarding item 4, the results show that there is a statistically significant difference at the level of .05 between the responses of the instructors. It was found that the instructors with teaching experience of up to 10 years spend more time per week on video games.

To sum up, the results indicate several distinctions between groups. There are significant differences in terms of frequency, age of starting, duration, and weekly

hours spent on gaming. The instructors with teaching experience of up to 10 years play games more frequently, started gaming at an earlier age, play games for a longer duration, and spend more time per week on gaming compared to those with over 11 years of experience.

Table 21

The Frequency Distribution and Chi-Square Statistics of Gaming Experiences and Habits of the EFL Instructors Based on Their Teaching Experience (Items 5-26)

Gaming experience	Teaching Experience		No	Yes	χ^2
5. Types of video game platforms that you often use: I do not play video games.	Up to 10 years	f %	27 73.0	10 27.0	$\chi^2=10,132$; p<,05
	More than 10 years	f %	47 42.7	63 57.3	
6. Types of video game platforms that you often use: Gaming consoles (e.g. PlayStation, Wii, Xbox)	Up to 10 years	f %	30 81.1	7 18.9	$\chi^2=1,578$; p>,05
	More than 10 years	f %	98 89.1	12 10.9	
7. Types of video game platforms that you often use: Computer (Desktop, laptop, web-based platforms)	Up to 10 years	f %	21 56.8	16 43.2	$\chi^2=8,575$; p<,05
	More than 10 years	f %	89 80.9	21 19.1	
8. Types of video game platforms that you often use: Mobile devices (e.g. Mobile phone, smartphone, PSP, tablet)	Up to 10 years	f %	18 48.6	19 51.4	$\chi^2=3,294$; p>,05
	More than 10 years	f %	72 65.5	38 34.5	
9. Types of video game platforms that you often use: Game Arcade Centre	Up to 10 years	f %	37 100.0	0 0.0	$\chi^2=,339$; p>,05
	More than 10 years	f %	109 99.1	1 0.9	
10. Types of video games that you often play: I do not play video games.	Up to 10 years	f %	27 73.0	10 27.0	$\chi^2=9,535$; p<,05
	More than 10 years	f %	48 43.6	62 56.4	
11. Types of video games that you often play: Action Games	Up to 10 years	f %	28 75.7	9 24.3	$\chi^2=2,315$; p>,05
	More than 10 years	f %	95 86.4	15 13.6	
12. Types of video games that you often play: Sport Games	Up to 10 years	f %	33 89.2	4 10.8	$\chi^2=,095$; p>,05
	More than 10 years	f %	100 90.9	10 9.1	

Table 21 *continued*

Gaming experience	Teaching Experience		No	Yes	χ^2
13. Types of video games that you often play: Puzzle Games	Up to 10 years	f	24	13	$\chi^2=.476$; $p>.05$
	More than 10 years	f	78	32	
14. Types of video games that you often play: Shooter Games	Up to 10 years	f	31	6	$\chi^2=3.334$; $p>.05$
	More than 10 years	f	103	7	
15. Types of video games that you often play: Simulation Games	Up to 10 years	f	30	7	$\chi^2=1.188$; $p>.05$
	More than 10 years	f	97	13	
16. Types of video games that you often play: Strategy Games	Up to 10 years	f	26	11	$\chi^2=2.219$; $p>.05$
	More than 10 years	f	90	20	
17. Types of video games that you often play: Social Games	Up to 10 years	f	35	2	$\chi^2=.308$; $p>.05$
	More than 10 years	f	101	9	
18. Types of video games that you often play: Adventure Games	Up to 10 years	f	31	6	$\chi^2=2.570$; $p>.05$
	More than 10 years	f	102	8	
19. Types of video games that you often play: Role Play Games	Up to 10 years	f	33	4	$\chi^2=3.989$; $p<.05$
	More than 10 years	f	107	3	
20. Reasons why you play video games: I do not play video games.	Up to 10 years	f	28	9	$\chi^2=10.757$; $p<.05$
	More than 10 years	f	49	61	
21. Reasons why you play video games: To have fun	Up to 10 years	f	10	27	$\chi^2=13.456$; $p<.05$
	More than 10 years	f	68	42	
22. Reasons why you play video games: To socialize	Up to 10 years	f	34	3	$\chi^2=.683$; $p>.05$
	More than 10 years	f	105	5	

Table 21 *continued*

Gaming experience	Teaching Experience		No	Yes	χ^2
23. Reasons why you play video games: To make money	Up to 10 years	f	36	1	$\chi^2=2,993$; $p>,05$
		%	97.3	2.7	
	More than 10 years	f	110	0	
		%	100.0	0.0	
24. Reasons why you play video games: To kill time	Up to 10 years	f	23	14	$\chi^2=3,707$; $p>,05$
		%	62.2	37.8	
	More than 10 years	f	86	24	
		%	78.2	21.8	
25. Reasons why you play video games: To stay away from the real world	Up to 10 years	f	26	11	$\chi^2=5,671$; $p<,05$
		%	70.3	29.7	
	More than 10 years	f	96	14	
		%	87.3	12.7	
26. Reasons why you play video games: To enhance some skills and abilities	Up to 10 years	f	31	6	$\chi^2=1,046$; $p>,05$
		%	83.8	16.2	
	More than 10 years	f	99	11	
		%	90.0	10.0	

Table 21 shows that regarding video game platforms, the findings reveal that there is a statistically significant difference at the level of .05 between the responses of the instructors. Item 7 (Computer) was selected more by the instructors with teaching experience of up to 10 years. For the question regarding the types of video games, the results point out that there is a statistically significant difference at the level of .05 between the responses of the instructors. Item 19 (role-play games) was selected more by the instructors with a teaching experience of up to 10 years.

With regard to the reasons for playing video games, the results indicate a statistically significant difference at the level of .05 between the responses of the instructors. Item 21 (to have fun) and item 25 (to stay away from the real world) were preferred more by the instructors with teaching experience of up to 10 years. Finally, the statistical analysis did not reveal any significant differences between the remaining groups of items.

4.2. Findings Related to the EFL Instructors' General Perceptions of Video Games

In this section, the findings of the descriptive analysis are presented. The table below shows the frequency and the percentages of items regarding the participants'

perceptions of video games in general. Following that, the results are explained in detail.

Table 22

The Frequency Distribution of the EFL Instructors' Perceptions of Video Games

Perceptions of video games		f	%
1. Playing video games is an important leisure time activity.	Disagree	47	32.0
	Neutral	39	26.5
	Agree	61	41.5
2. Playing video games helps people develop some useful knowledge and skills.	Disagree	19	12.9
	Neutral	33	22.4
	Agree	95	64.6
3. Playing video games stimulates curiosity to learn something new.	Disagree	15	10.2
	Neutral	33	22.4
	Agree	99	67.3
4. Playing video games is appropriate for all ages.	Disagree	45	30.6
	Neutral	34	23.1
	Agree	68	46.3
5. Video games help people to socialize when they are played with a group (friends, family, etc.)	Disagree	21	14.3
	Neutral	41	27.9
	Agree	85	57.8
6. Playing video games is a waste of time.	Disagree	78	53.1
	Neutral	33	22.4
	Agree	36	24.5
7. Playing violent video games affects people negatively.	Disagree	25	17.0
	Neutral	35	23.8
	Agree	87	59.2
8. Playing video games leads to addiction.	Disagree	13	8.8
	Neutral	35	23.8
	Agree	99	67.3
9. Playing video games is only appropriate for children.	Disagree	123	83.7
	Neutral	23	15.6
	Agree	1	0.7
10. Playing video games takes too much time.	Disagree	21	14.3
	Neutral	34	23.1
	Agree	92	62.6
11. Playing video games affects people's social life negatively.	Disagree	37	25.2
	Neutral	45	30.6
	Agree	65	44.2

The findings reveal that the majority of the English instructors (41.5%) agree with the statements that playing video games is an important leisure time activity, helps people develop useful knowledge and skills (64.6%), stimulates curiosity to learn something new (67.3%), is appropriate for all ages (46.3%), and helps people to

socialize when played with a group (57.8%). Also, most of the instructors (53.1%) disagree that playing video games is a waste of time. Moreover, a significant majority disagree that playing video games is only appropriate for children (83.7%). On the other hand, the majority of the instructors (67.3%) agree that playing video games leads to addiction, playing video games takes too much time (62.6%), and playing video games affects people's social life negatively (44.2%).

Overall, the results suggest that the instructors hold generally positive perceptions towards video games. Also, they recognize their potential benefits, such as enhancing cognitive and social skills. However, the participants also acknowledge the potential negative consequences, such as addiction and excessive use of time.

4.2.1. Findings related to the EFL instructors' general perceptions of video games based on the variable gender

This section presents the findings obtained from the analysis of the chi-square statistics. The purpose of the chi-square test was to determine whether the gender of the participants have an impact on their perceptions of video games. The following table illustrates the frequency distribution and chi-square statistics regarding the perceptions of the EFL instructors depending on their gender.

Table 23

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' General Perceptions of Video Games Based on the Variable Gender

Perceptions of video games	Gender		Disagree	Neutral	Agree	χ^2
1. Playing video games is an important leisure time activity.	Female	f	32	29	39	$\chi^2=1.189$; $p>.05$
		%	32.0	29.0	39.0	
	Male	f	15	10	22	
		%	31.9	21.3	46.8	
2. Playing video games helps people develop some useful knowledge and skills.	Female	f	10	30	60	$\chi^2=11.050$; $p<.05$
		%	10.0	30.0	60.0	
	Male	f	9	3	35	
		%	19.1	6.4	74.5	
3. Playing video games stimulates curiosity to learn something new.	Female	f	11	24	65	$\chi^2=.785$; $p>.05$
		%	11.0	24.0	65.0	
	Male	f	4	9	34	
		%	8.5	19.1	72.3	

Table 23 *continued*

Perceptions of video games	Gender		Disagree	Neutral	Agree	χ^2
4. Playing video games is appropriate for all ages.	Female	f 35 % 35.0	19	46	$\chi^2=4.277$; p>.05	
	Male	f 10 % 21.3	15	22		
5. Video games help people to socialize when they are played with a group (friends, family, etc.)	Female	f 13 % 13.0	25	62	$\chi^2=2.243$; p>.05	
	Male	f 8 % 17.0	16	23		
6. Playing video games is a waste of time.	Female	f 49 % 49.0	25	26	$\chi^2=2.170$; p>.05	
	Male	f 29 % 61.7	8	10		
7. Playing violent video games affects people negatively.	Female	f 15 % 15.0	27	58	$\chi^2=2.152$; p>.05	
	Male	f 10 % 21.3	8	29		
8. Playing video games leads to addiction.	Female	f 10 % 10.0	22	68	$\chi^2=.923$; p>.05	
	Male	f 3 % 6.4	13	31		
9. Playing video games is only appropriate for children.	Female	f 85 % 85.0	14	1	$\chi^2=1.078$; p>.05	
	Male	f 38 % 80.9	9	0		
10. Playing video games takes too much time.	Female	f 13 % 13.0	22	65	$\chi^2=.826$; p>.05	
	Male	f 8 % 17.0	12	27		
11. Playing video games affects people's social life negatively.	Female	f 25 % 25.0	28	47	$\chi^2=1.248$; p>.05	
	Male	f 12 % 25.5	17	18		

Regarding the item “Playing video games helps people develop some useful knowledge and skills”, 60.0% of the female instructors and 74.5% of the male instructors agree with the item, while 10.0% of the female instructors and 19.1% of the male instructors disagree, and 30.0% of the female instructors and 6.4% of the male instructors are neutral. According to the results of the chi-square test, there is a statistically significant difference at the level of .05 between the perceptions of the

instructors. This finding shows that male instructors agree more with the item than female instructors. Lastly, for the remaining items, there is no statistically significant difference between the groups.

4.2.2. Findings related to EFL instructors' general perceptions of video games based on the variable level of education

In this section, the outcomes disclosed by the chi-square statistics are presented. The chi-square test aimed to explore whether the participants' level of education influences their perceptions of video games. The following table demonstrates the frequency distribution and chi-square statistics concerning the perceptions of the EFL instructors depending on their level of education.

Table 24

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' General Perceptions of Video Games Based on the Variable Level of Education

Perceptions of video games	Level of Education		Disagree	Neutral	Agree	χ^2
1. Playing video games is an important leisure time activity.	Undergraduate	f	22	17	29	$\chi^2=.158$; $p>.05$
		%	32.4	25.0	42.6	
	Postgraduate	f	25	22	32	
		%	31.6	27.8	40.5	
2. Playing video games helps people develop some useful knowledge and skills.	Undergraduate	f	8	14	46	$\chi^2=.506$; $p>.05$
		%	11.8	20.6	67.6	
	Postgraduate	f	11	19	49	
		%	13.9	24.1	62.0	
3. Playing video games stimulates curiosity to learn something new.	Undergraduate	f	6	19	43	$\chi^2=2.254$; $p>.05$
		%	8.8	27.9	63.2	
	Postgraduate	f	9	14	56	
		%	11.4	17.7	70.9	
4. Playing video games is appropriate for all ages.	Undergraduate	f	20	17	31	$\chi^2=.263$; $p>.05$
		%	29.4	25.0	45.6	
	Postgraduate	f	25	17	37	
		%	31.6	21.5	46.8	

Table 24 *continued*

Perceptions of video games	Level of Education		Disagree	Neutral	Agree	χ^2
5. Video games help people to socialize when they are played with a group (friends, family, etc.)	Undergraduate	f	8	20	40	$\chi^2=.690$; $p>.05$
		%	11.8	29.4	58.8	
	Postgraduate	f	13	21	45	
		%	16.5	26.6	57.0	
6. Playing video games is a waste of time.	Undergraduate	f	39	10	19	$\chi^2=4.434$; $p>.05$
		%	57.4	14.7	27.9	
	Postgraduate	f	39	23	17	
		%	49.4	29.1	21.5	
7. Playing violent video games affects people negatively.	Undergraduate	f	10	16	42	$\chi^2=.540$; $p>.05$
		%	14.7	23.5	61.8	
	Postgraduate	f	15	19	45	
		%	19.0	24.1	57.0	
8. Playing video games leads to addiction.	Undergraduate	f	5	19	44	$\chi^2=1.356$; $p>.05$
		%	7.4	27.9	64.7	
	Postgraduate	f	8	16	55	
		%	10.1	20.3	69.6	
9. Playing video games is only appropriate for children.	Undergraduate	f	53	14	1	$\chi^2=3.634$; $p>.05$
		%	77.9	20.6	1.5	
	Postgraduate	f	70	9	0	
		%	88.6	11.4	0.0	
10. Playing video games takes too much time.	Undergraduate	f	7	18	43	$\chi^2=2.031$; $p>.05$
		%	10.3	26.5	63.2	
	Postgraduate	f	14	16	49	
		%	17.7	20.3	62.0	
11. Playing video games affects people's social life negatively.	Undergraduate	f	15	20	33	$\chi^2=1.078$; $p>.05$
		%	22.1	29.4	48.5	
	Postgraduate	f	22	25	32	
		%	27.8	31.6	40.5	

Table 24 displays the chi-square test results. According to the results, no statistically significant differences were found. In essence, the findings suggest that the participants' level of education does not influence their perceptions of video games.

4.2.3. Findings related to the EFL instructors' general perceptions of video games based on the variable field of graduation

Within this section, the findings obtained from the chi-square statistical analysis are presented. The chi-square test was employed to determine the potential impact of the participants' field of graduation on their perceptions. The table below shows the frequency distribution and chi-square statistics of the EFL instructors' perceptions depending on their field of graduation.

Table 25

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' General Perceptions of Video Games Based on the Variable Field of Graduation

Perceptions of video games	Field of graduation		Disagree	Neutral	Agree	χ^2
12. Playing video games is an important leisure time activity.	ELT	f	14	21	35	$\chi^2=8.926$; $p<.05$
		%	20.0	30.0	50.0	
	Other	f	33	18	26	
		%	42.9	23.4	33.8	
13. Playing video games helps people develop some useful knowledge and skills.	ELT	f	4	15	51	$\chi^2=6.839$; $p<.05$
		%	5.7	21.4	72.9	
	Other	f	15	18	44	
		%	19.5	23.4	57.1	
14. Playing video games stimulates curiosity to learn something new.	ELT	f	4	11	55	$\chi^2=7.840$; $p<.05$
		%	5.7	15.7	78.6	
	Other	f	11	22	44	
		%	14.3	28.6	57.1	
15. Playing video games is appropriate for all ages.	ELT	f	15	15	40	$\chi^2=7.271$; $p<.05$
		%	21.4	21.4	57.1	
	Other	f	30	19	28	
		%	39.0	24.7	36.4	
16. Video games help people to socialize when they are played with a group (friends, family, etc.)	ELT	f	8	20	42	$\chi^2=.895$; $p>.05$
		%	11.4	28.6	60.0	
	Other	f	13	21	43	
		%	16.9	27.3	55.8	
17. Playing video games is a waste of time.	ELT	f	44	14	12	$\chi^2=5.719$; $p>.05$
		%	62.9	20.0	17.1	
	Other	f	34	19	24	
		%	44.2	24.7	31.2	
18. Playing violent video games affects people negatively.	ELT	f	11	18	41	$\chi^2=.343$; $p>.05$
		%	15.7	25.7	58.6	
	Other	f	14	17	46	
		%	18.2	22.1	59.7	

Table 25 *continued*

Perceptions of video games	Field of graduation		Disagree	Neutral	Agree	χ^2
19. Playing video games leads to addiction.	ELT	f	8	16	46	$\chi^2=1.114$; $p>.05$
		%	11.4	22.9	65.7	
	Other	f	5	19	53	
		%	6.5	24.7	68.8	
20. Playing video games is only appropriate for children.	ELT	f	60	9	1	$\chi^2=1.831$; $p>.05$
		%	85.7	12.9	1.4	
	Other	f	63	14	0	
		%	81.8	18.2	0.0	
21. Playing video games takes too much time.	ELT	f	11	19	40	$\chi^2=1.754$; $p>.05$
		%	15.7	27.1	57.1	
	Other	f	10	15	52	
		%	13.0	19.5	67.5	
22. Playing video games affects people's social life negatively.	ELT	f	21	18	31	$\chi^2=2.286$; $p>.05$
		%	30.0	25.7	44.3	
	Other	f	16	27	34	
		%	20.8	35.1	44.2	

Regarding the item “Playing video games is an important leisure time activity,” 50% of ELT graduates agree, compared to 33.8% of instructors who graduated from other departments. For the item “Playing video games helps people develop some useful knowledge and skills,” 72.9% of ELT graduates agree, while 57.1% of instructors who graduated from other departments agree. Similarly, for the item “Playing video games stimulates curiosity to learn something new,” ELT graduate instructors agree more (57.1%) compared to those who graduated from other departments (44.4%). For the item “Playing video games is appropriate for all ages,” 57.1% of ELT graduates agree, while 36.4% of instructors who graduated from other departments agree. According to the results of the chi-square test, there is a statistically significant difference at the level of .05 between the perceptions of the instructors. This shows that ELT graduate instructors agree more with these items. Finally, there was no statistically significant difference between the groups for the remaining items.

4.2.4. Findings related to EFL instructors' perceptions of video games based on the variable teaching experience

This section presents the findings revealed by the chi-square statistics. The purpose of the chi-square test was to determine whether the teaching experience of the participants has an impact on their perceptions of video games. The following table illustrates the frequency distribution and chi-square statistics concerning the perceptions of the EFL instructors based on their teaching experience

Table 26

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' General Perceptions of Video Games Based on the Variable Teaching Experience

Perceptions of video games	Teaching Experience		Disagree	Neutral	Agree	χ^2
1. Playing video games is an important leisure time activity.	Up to 10 years	f	6	10	21	$\chi^2=6.619$; $p<.05$
		%	16.2	27.0	56.8	
	More than 10 years	f	41	29	40	
		%	37.3	26.4	36.4	
2. Playing video games helps people develop some useful knowledge and skills.	Up to 10 years	f	2	5	30	$\chi^2=5.994$; $p<.05$
		%	5.4	13.5	81.1	
	More than 10 years	f	17	28	65	
		%	15.5	25.5	59.1	
3. Playing video games stimulates curiosity to learn something new.	Up to 10 years	f	2	5	30	$\chi^2=4.259$; $p>.05$
		%	5.4	13.5	81.1	
	More than 10 years	f	13	28	69	
		%	11.8	25.5	62.7	
4. Playing video games is appropriate for all ages.	Up to 10 years	f	11	3	23	$\chi^2=7.540$; $p<.05$
		%	29.7	8.1	62.2	
	More than 10 years	f	34	31	45	
		%	30.9	28.2	40.9	
5. Video games help people to socialize when they are played with a group (friends, family, etc.)	Up to 10 years	f	2	5	30	$\chi^2=11.020$; $p<.05$
		%	5.4	13.5	81.1	
	More than 10 years	f	19	36	55	
		%	17.3	32.7	50.0	
6. Playing video games is a waste of time.	Up to 10 years	f	27	5	5	$\chi^2=7.886$; $p<.05$
		%	73.0	13.5	13.5	
	More than 10 years	f	51	28	31	
		%	46.4	25.5	28.2	

Table 26 *continued*

Perceptions of video games	Teaching Experience		Disagree	Neutral	Agree	χ^2
7. Playing violent video games affects people negatively.	Up to 10 years	f	9	16	12	$\chi^2=15.379$; $p<.05$
	More than 10 years	f	16	19	75	
		%	24.3	43.2	32.4	
8. Playing video games leads to addiction.	Up to 10 years	f	3	17	17	$\chi^2=13.569$; $p<.05$
	More than 10 years	f	10	18	82	
		%	8.1	45.9	45.9	
9. Playing video games is only appropriate for children.	Up to 10 years	f	35	2	0	$\chi^2=4.355$; $p>.05$
	More than 10 years	f	88	21	1	
		%	94.6	5.4	0.0	
10. Playing video games takes too much time.	Up to 10 years	f	7	8	22	$\chi^2=.869$; $p>.05$
	More than 10 years	f	14	26	70	
		%	18.9	21.6	59.5	
11. Playing video games affects people's social life negatively.	Up to 10 years	f	15	13	9	$\chi^2=9.397$; $p<.05$
	More than 10 years	f	22	32	56	
		%	40.5	35.1	24.3	
		%	20.0	29.1	50.9	

The findings reveal that for the item "Playing video games is an important leisure time activity," a higher percentage of instructors with a teaching experience of up to 10 years agree (56.8%) compared to those with 11 years or more of experience (36.4%). The chi-square test indicates a statistically significant difference between the two groups, suggesting that instructors with a teaching experience of up to 10 years are more likely to consider playing video games as an important leisure time activity. Similarly, for the item "Playing video games helps people develop some useful knowledge and skills," instructors with less experience (up to 10 years) agreed more (81.1%) than those with more experience (59.1%). Also, the chi-square test results show a statistically significant difference. The item, "Playing video games is appropriate for all ages," indicates a significant difference between the two groups of instructors. More instructors with up to 10 years of experience agree (62.2%) compared to those with more than 10 years of teaching experience (40.9%). Lastly, regarding the item "Video games help people to socialize when they are played with a

group," there is a significant difference between the two groups of instructors. A higher percentage of instructors with up to 10 years of experience agree (81.1%) compared to those with more experience (50.0%). Regarding the remaining items, no statistically significant differences were observed.

4.3. Findings Related to the EFL Instructors' Perceptions of Video Games as Language Learning Tools

In this section, the findings of the descriptive analysis are demonstrated with tables. The table below shows the frequency and the percentages of items regarding the participants' perceptions of video games as language learning tools. Following that, further explanations are given.

Table 27

The Frequency Distribution of the EFL Instructors' Perceptions of Video Games as Language Learning Tools

Perceptions of video games as language learning tools		f	%
1. Video games promote learning English.	Disagree	4	2.7
	Neutral	25	17.0
	Agree	118	80.3
2. Video games are fun, hands-on, and engaging learning tools for English language learners.	Disagree	3	2.0
	Neutral	32	21.8
	Agree	112	76.2
3. Video games increase motivation to learn English.	Disagree	11	7.5
	Neutral	33	22.4
	Agree	103	70.1
4. While playing video games, learners are exposed to authentic language abundantly.	Disagree	3	2.0
	Neutral	29	19.7
	Agree	115	78.2
5. Video games help learners to develop autonomy for learning English.	Disagree	11	7.5
	Neutral	44	29.9
	Agree	92	62.6
6. Video games offer opportunities for personalised language learning.	Disagree	5	3.4
	Neutral	36	24.5
	Agree	106	72.1
7. Video games promote interaction in the target language and collaborative learning.	Disagree	6	4.1
	Neutral	32	21.8
	Agree	109	74.1
8. Playing video games enhances the reading competence of English language learners.	Disagree	33	22.4
	Neutral	37	25.2
	Agree	77	52.4

Table 28 *continued*

Perceptions of video games as language learning tools		f	%
9. Playing video games enhances the writing competence of English language learners.	Disagree	53	36.1
	Neutral	59	40.1
	Agree	35	23.8
10. Playing video games enhances the speaking competence of English language learners.	Disagree	17	11.6
	Neutral	38	25.9
	Agree	92	62.6
11. Playing video games enhances the listening competence of English language learners.	Disagree	8	5.4
	Neutral	29	19.7
	Agree	110	74.8
12. Playing video games enhances the vocabulary knowledge of English language learners.	Disagree	2	1.4
	Neutral	16	10.9
	Agree	129	87.8
13. Playing video games enhances the grammar knowledge of English language learners.	Disagree	48	32.7
	Neutral	69	46.9
	Agree	30	20.4

Table 27 indicates that for the statement "Video games promote learning English", a large majority of instructors, representing 80.3%, agree with the statement. In contrast, only 2.7% of instructors disagree, and 17% express a neutral stance. Similarly, a majority of instructors, representing 76.2%, agree with the statement "Video games are fun, hands-on, and engaging learning tools for English language learners". Only 2% of instructors disagree, and 21.8% express a neutral stance. A significant majority of instructors, representing 70.1%, agree with the statement "Video games increase motivation to learn English". In contrast, 7.5% of instructors disagree, and 22.4% express a neutral stance. The majority of instructors, representing 78.2%, agree with the statement "While playing video games, learners are exposed to authentic language abundantly". Only 2% of instructors disagree, and 19.7% express a neutral stance.

For the statement "Video games help learners to develop autonomy for learning English", a majority of instructors, representing 62.6%, agree with the statement. In contrast, 7.5% of instructors disagree, and 29.9% express a neutral stance. A significant majority of instructors, representing 72.1%, agree with the statement "Video games offer opportunities for personalized language learning". Only 3.4% of instructors disagree, and 24.5% express a neutral stance. The majority of instructors, representing 74.1%, agree with the statement "Video games promote interaction in the target language and collaborative learning". Only 4.1% of instructors disagree, and

21.8% express a neutral stance. For the statement "Playing video games enhances the reading competence of English language learners", the majority of instructors, representing 52.4%, agree with the statement. However, 22.4% of instructors disagree, and 25.2% express a neutral stance. Also, 53 out of 147 English language instructors (%36.1) disagree, 59 (%40.1) are neutral, and 35 (%23.8) agree with the statement "Playing video games enhances the writing competence of English language learners". According to this finding, it can be concluded that the majority of instructors do not agree with the statement.

A majority of instructors, representing 62.6%, agree with the statement "Playing video games enhances the speaking competence of English language learners". Only 11.6% of instructors disagree, and 25.9% express a neutral stance. The table also shows that 74.8% of English instructors agree that playing video games enhances the listening competence of English language learners, while 5.4% disagree and 19.7% are undecided. Therefore, it can be inferred that a majority of the instructors agree with this statement. The findings also indicate that 87.8% of English instructors agree that playing video games enhances the vocabulary knowledge of English language learners, with 1.4% disagreeing and 10.9% being undecided. Thus, it can be concluded that most of the instructors agree with this statement. Finally, the results show that only 20.4% of English instructors agree that playing video games enhances the grammar knowledge of English language learners, while 32.7% disagree and 46.9% are undecided. Therefore, it can be inferred that a majority of the instructors do not agree with this statement.

To sum up, the results demonstrate that a large majority of instructors agree with the statements that video games promote learning English, are engaging and fun, increase motivation to learn, and expose learners to authentic language. They also agree that video games offer personalised learning opportunities, promote interaction and collaborative learning, and enhance speaking, reading, and vocabulary competence. On the other hand, it was revealed that the majority of instructors do not agree that video games have a positive impact on grammar and writing competence.

4.3.1. Findings related to the EFL instructors' perceptions of video games as language learning tools based on the variable gender

This section presents the findings obtained from the analysis of the chi-square statistics. The purpose of the chi-square test was to determine whether the gender of the participants have an impact on their perceptions of video games as language learning tools. The following table illustrates the frequency distribution and chi-square statistics regarding the perceptions of the EFL instructors depending on their gender.

Table 29

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' Perceptions of Video Games as Language Learning Tools Based on the Variable Gender

Perceptions of video games as language learning tools	Gender		Disagree	Neutral	Agree	χ^2
1. Video games promote learning English.	Female	f	0	18	82	$\chi^2=8.808$; $p<.05$
		%	0.0	18.0	82.0	
	Male	f	4	7	36	
		%	8.5	14.9	76.6	
2. Video games are fun, hands-on, and engaging learning tools for English language learners.	Female	f	0	22	78	$\chi^2=6.525$; $p<.05$
		%	0.0	22.0	78.0	
	Male	f	3	10	34	
		%	6.4	21.3	72.3	
3. Video games increase motivation to learn English.	Female	f	5	20	75	$\chi^2=4.498$; $p>.05$
		%	5.0	20.0	75.0	
	Male	f	6	13	28	
		%	12.8	27.7	59.6	
4. While playing video games, learners are exposed to authentic language abundantly.	Female	f	2	21	77	$\chi^2=.320$; $p>.05$
		%	2.0	21.0	77.0	
	Male	f	1	8	38	
		%	2.1	17.0	80.9	
5. Video games help learners to develop autonomy for learning English.	Female	f	6	26	68	$\chi^2=4.000$; $p>.05$
		%	6.0	26.0	68.0	
	Male	f	5	18	24	
		%	10.6	38.3	51.1	
6. Video games offer opportunities for personalised language learning.	Female	f	3	25	72	$\chi^2=.182$; $p>.05$
		%	3.0	25.0	72.0	
	Male	f	2	11	34	
		%	4.3	23.4	72.3	

Table 28 *continued*

Perceptions of video games as language learning tools	Gender		Disagree	Neutral	Agree	χ^2
7. Video games promote interaction in the target language and collaborative learning.	Female	f	3	22	75	$\chi^2=.935$; $p>.05$
		%	3.0	22.0	75.0	
	Male	f	3	10	34	
		%	6.4	21.3	72.3	
8. Playing video games enhances the reading competence of English language learners.	Female	f	22	26	52	$\chi^2=.122$; $p>.05$
		%	22.0	26.0	52.0	
	Male	f	11	11	25	
		%	23.4	23.4	53.2	
9. Playing video games enhances the writing competence of English language learners.	Female	f	34	45	21	$\chi^2=3.247$; $p>.05$
		%	34.0	45.0	21.0	
	Male	f	19	14	14	
		%	40.4	29.8	29.8	
10. Playing video games enhances the speaking competence of English language learners.	Female	f	12	28	60	$\chi^2=.944$; $p>.05$
		%	12.0	28.0	60.0	
	Male	f	5	10	32	
		%	10.6	21.3	68.1	
11. Playing video games enhances the listening competence of English language learners.	Female	f	4	22	74	$\chi^2=2.043$; $p>.05$
		%	4.0	22.0	74.0	
	Male	f	4	7	36	
		%	8.5	14.9	76.6	
12. Playing video games enhances the vocabulary knowledge of English language learners.	Female	f	0	11	89	$\chi^2=4.314$; $p>.05$
		%	0.0	11.0	89.0	
	Male	f	2	5	40	
		%	4.3	10.6	85.1	
13. Playing video games enhances the grammar knowledge of English language learners.	Female	f	32	49	19	$\chi^2=.628$; $p>.05$
		%	32.0	49.0	19.0	
	Male	f	16	20	11	
		%	34.0	42.6	23.4	

Table 28 demonstrates that for the item "Video games promote learning English", a significant majority of the female instructors (82.0%) agree, while none of them disagree, and 18.0% are undecided. In contrast, 76.6% of the male instructors agree, 8.5% disagree, and 14.9% are undecided. It was found that there is a statistically significant difference at the .05 level. The findings suggest that the female instructors agree more with the item.

Similarly, for the item "Video games are fun, hands-on, and engaging learning tools for English language learners", 78.0% of the female instructors agree, none of them disagree, and 22.0% of them are undecided. Among the male instructors, 72.3%

agree, 6.4% disagree, and 21.3% are undecided. It was found that there is a statistically significant difference at the .05 level. The results indicate that the female instructors agree more with the item. Lastly, no statistically significant difference was found between the groups for the remaining items.

4.3.2. Findings related to the EFL instructors' perceptions of video games as language learning tools based on the variable level of education

In this section, the findings disclosed by the chi-square statistics are presented. The chi-square test aimed to establish whether the participants' level of education influences their perceptions of video games as language learning tools. The table below shows the frequency distribution and chi-square statistics concerning the perceptions of the EFL instructors depending on their level of education.

Table 30

The Frequency Distribution and Chi-square Statistics of the EFL Instructors' Perceptions of Video Games as Language Learning Tools Based on the Variable Level of Education

Perceptions of video games as language learning tools	Level of Education		Disagree	Neutral	Agree	χ^2
1. Video games promote learning English.	Undergraduate	f	22	17	29	$\chi^2=1.320$; p>.05
		%	32.4	25.0	42.6	
	Postgraduate	f	25	22	32	
		%	31.6	27.8	40.5	
2. Video games are fun, hands-on, and engaging learning tools for English language learners.	Undergraduate	f	8	14	46	$\chi^2=.208$; p>.05
		%	11.8	20.6	67.6	
	Postgraduate	f	11	19	49	
		%	13.9	24.1	62.0	
3. Video games increase motivation to learn English.	Undergraduate	f	6	19	43	$\chi^2=3.926$; p>.05
		%	8.8	27.9	63.2	
	Postgraduate	f	9	14	56	
		%	11.4	17.7	70.9	
4. While playing video games, learners are exposed to authentic language abundantly.	Undergraduate	f	20	17	31	$\chi^2=3.559$; p>.05
		%	29.4	25.0	45.6	
	Postgraduate	f	25	17	37	
		%	31.6	21.5	46.8	
5. Video games help learners to develop autonomy for learning English.	Undergraduate	f	8	20	40	$\chi^2=1.724$; p>.05
		%	11.8	29.4	58.8	
	Postgraduate	f	13	21	45	
		%	16.5	26.6	57.0	

Table 29 *continued*

Perceptions of video games as language learning tools	Level of Education		Disagree	Neutral	Agree	χ^2
6. Video games offer opportunities for personalised language learning.	Undergraduate	f	39	10	19	$\chi^2=2.043$; $p>.05$
		%	57.4	14.7	27.9	
	Postgraduate	f	39	23	17	
		%	49.4	29.1	21.5	
7. Video games promote interaction in the target language and collaborative learning.	Undergraduate	f	10	16	42	$\chi^2=1.905$; $p>.05$
		%	14.7	23.5	61.8	
	Postgraduate	f	15	19	45	
		%	19.0	24.1	57.0	
8. Playing video games enhances the reading competence of English language learners.	Undergraduate	f	5	19	44	$\chi^2=2.900$; $p>.05$
		%	7.4	27.9	64.7	
	Postgraduate	f	8	16	55	
		%	10.1	20.3	69.6	
9. Playing video games enhances the writing competence of English language learners.	Undergraduate	f	53	14	1	$\chi^2=.985$; $p>.05$
		%	77.9	20.6	1.5	
	Postgraduate	f	70	9	0	
		%	88.6	11.4	0.0	
10. Playing video games enhances the speaking competence of English language learners.	Undergraduate	f	7	18	43	$\chi^2=.932$; $p>.05$
		%	10.3	26.5	63.2	
	Postgraduate	f	14	16	49	
		%	17.7	20.3	62.0	
11. Playing video games enhances the listening competence of English language learners.	Undergraduate	f	15	20	33	$\chi^2=1.642$; $p>.05$
		%	22.1	29.4	48.5	
	Postgraduate	f	22	25	32	
		%	27.8	31.6	40.5	
12. Playing video games enhances the vocabulary knowledge of English language learners.	Undergraduate	f	22	17	29	$\chi^2=3.265$; $p>.05$
		%	32.4	25.0	42.6	
	Postgraduate	f	25	22	32	
		%	31.6	27.8	40.5	
13. Playing video games enhances the grammar knowledge of English language learners.	Undergraduate	f	8	14	46	$\chi^2=3.643$; $p>.05$
		%	11.8	20.6	67.6	
	Undergraduate	f	11	19	49	
		%	13.9	24.1	62.0	

Table 29 displays the chi-square test results. It can be observed that no statistically significant differences were found. In short, the findings show that the participants' level of education does not influence their perceptions of video games as language learning tools.

4.3.3. Findings related to the EFL instructors' perceptions of video games as language learning tools based on the variable field of graduation

Within this section, the findings obtained from the chi-square statistical analysis are shown. The chi-square test was employed to determine the potential impact of the participants' field of graduation on their perceptions of video games as language learning tools. The tables below show the frequency distribution and chi-square statistics concerning the EFL instructors' perceptions depending on their field of graduation.

Table 31

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' Perceptions of Video Games as Language Learning Tools Based on the Variable Field of Graduation

Perceptions of video games as language learning tools	Field of graduation		Disagree	Neutral	Agree	χ^2
14. Video games promote learning English.	ELT	f	2	10	58	$\chi^2=.702$; $p>.05$
		%	2.9	14.3	82.9	
	Other	f	2	15	60	
		%	2.6	19.5	77.9	
15. Video games are fun, hands-on, and engaging learning tools for English language learners.	ELT	f	2	11	57	$\chi^2=3.168$; $p>.05$
		%	2.9	15.7	81.4	
	Other	f	1	21	55	
		%	1.3	27.3	71.4	
16. Video games increase motivation to learn English.	ELT	f	5	14	51	$\chi^2=.526$; $p>.05$
		%	7.1	20.0	72.9	
	Other	f	6	19	52	
		%	7.8	24.7	67.5	
17. While playing video games, learners are exposed to authentic language abundantly.	ELT	f	2	11	57	$\chi^2=1.702$; $p>.05$
		%	2.9	15.7	81.4	
	Other	f	1	18	58	
		%	1.3	23.4	75.3	
18. Video games help learners to develop autonomy for learning English.	ELT	f	7	19	44	$\chi^2=1.480$; $p>.05$
		%	10.0	27.1	62.9	
	Other	f	4	25	48	
		%	5.2	32.5	62.3	

Table 30 *continued*

Perceptions of video games as language learning tools	Field of graduation		Disagree	Neutral	Agree	χ^2
19. Video games offer opportunities for personalised language learning.	ELT	f	3	17	50	$\chi^2=.318$; $p>.05$
		%	4.3	24.3	71.4	
	Other	f	2	19	56	
		%	2.6	24.7	72.7	
20. Video games promote interaction in the target language and collaborative learning.	ELT	f	4	12	54	$\chi^2=2.348$; $p>.05$
		%	5.7	17.1	77.1	
	Other	f	2	20	55	
		%	2.6	26.0	71.4	
21. Playing video games enhances the reading competence of English language learners.	ELT	f	15	15	40	$\chi^2=1.384$; $p>.05$
		%	21.4	21.4	57.1	
	Other	f	18	22	37	
		%	23.4	28.6	48.1	
22. Playing video games enhances the writing competence of English language learners.	ELT	f	22	23	25	$\chi^2=10.512$; $p<.05$
		%	31.4	32.9	35.7	
	Other	f	31	36	10	
		%	40.3	46.8	13.0	
23. Playing video games enhances the speaking competence of English language learners.	ELT	f	10	16	44	$\chi^2=1.320$; $p>.05$
		%	14.3	22.9	62.9	
	Other	f	7	22	48	
		%	9.1	28.6	62.3	
24. Playing video games enhances the listening competence of English language learners.	ELT	f	5	10	55	$\chi^2=2.966$; $p>.05$
		%	7.1	14.3	78.6	
	Other	f	3	19	55	
		%	3.9	24.7	71.4	
25. Playing video games enhances the vocabulary knowledge of English language learners.	ELT	f	2	6	62	$\chi^2=2.867$; $p>.05$
		%	2.9	8.6	88.6	
	Other	f	0	10	67	
		%	0.0	13.0	87.0	
26. Playing video games enhances the grammar knowledge of English language learners.	ELT	f	25	27	18	$\chi^2=4.220$; $p>.05$
		%	35.7	38.6	25.7	
	Other	f	23	42	12	
		%	29.9	54.5	15.6	

For the item "Playing video games enhances the writing competence of English language learners", among the ELT graduate instructors, 31.4% disagree, 32.9% are undecided, and 35.7% agree with the statement. On the other hand, for the same item, 40.3% of instructors who graduated from other departments disagree, 46.8% are undecided, and 13.0% agree. The results show a statistically significant difference at the .05 level in the perceptions of the instructors. Therefore, it was found that ELT graduate instructors are more likely to agree with the statement compared to those who

graduated from other departments. As for the remaining items, no statistically significant difference between the groups was identified.

4.3.4. Findings related to the EFL instructors' perceptions of video games as language learning tools based on the variable teaching experience

This section presents the findings revealed by the chi-square statistics. The purpose of the chi-square test was to determine whether the teaching experience of the participants has an impact on their perceptions of video games as language learning tools. The following table illustrates the frequency distribution and chi-square statistics concerning the perceptions of the EFL instructors based on their teaching experience.

Table 32

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' Perceptions of Video Games as Language Learning Tools Based on the Variable Teaching Experience

Perceptions of video games as language learning tools	Teaching Experience		Disagree	Neutral	Agree	χ^2
1. Video games promote learning English.	Up to 10 years	f	0	1	36	$\chi^2=9.080$; $p<.05$
		%	0.0	2.7	97.3	
	More than 10 years	f	4	24	82	
		%	3.6	21.8	74.5	
2. Video games are fun, hands-on, and engaging learning tools for English language learners.	Up to 10 years	f	0	4	33	$\chi^2=4.833$; $p>.05$
		%	0.0	10.8	89.2	
	More than 10 years	f	3	28	79	
		%	2.7	25.5	71.8	
3. Video games increase motivation to learn English.	Up to 10 years	f	3	5	29	$\chi^2=2.272$; $p>.05$
		%	8.1	13.5	78.4	
	More than 10 years	f	8	28	74	
		%	7.3	25.5	67.3	
4. While playing video games, learners are exposed to authentic language abundantly.	Up to 10 years	f	1	5	31	$\chi^2=1.269$; $p>.05$
		%	2.7	13.5	83.8	
	More than 10 years	f	2	24	84	
		%	1.8	21.8	76.4	

Table 31 *Continued*

Perceptions of video games as language learning tools	Teaching Experience		Disagree	Neutral	Agree	χ^2
5. Video games help learners to develop autonomy for learning English.	Up to 10 years	f 2	10	25	$\chi^2=.621$; $p>.05$	
		% 5.4	27.0	67.6		
	More than 10 years	f 9	34	67		
		% 8.2	30.9	60.9		
6. Video games offer opportunities for personalised language learning.	Up to 10 years	f 1	7	29	$\chi^2=.967$; $p>.05$	
		% 2.7	18.9	78.4		
	More than 10 years	f 4	29	77		
		% 3.6	26.4	70.0		
7. Video games promote interaction in the target language and collaborative learning.	Up to 10 years	f 1	3	33	$\chi^2=5.977$; $p<.05$	
		% 2.7	8.1	89.2		
	More than 10 years	f 5	29	76		
		% 4.5	26.4	69.1		
8. Playing video games enhances the reading competence of English language learners.	Up to 10 years	f 6	6	25	$\chi^2=4.608$; $p>.05$	
		% 16.2	16.2	67.6		
	More than 10 years	f 27	31	52		
		% 24.5	28.2	47.3		
9. Playing video games enhances the writing competence of English language learners.	Up to 10 years	f 9	16	12	$\chi^2=3.550$; $p>.05$	
		% 24.3	43.2	32.4		
	More than 10 years	f 44	43	23		
		% 40.0	39.1	20.9		
10. Playing video games enhances the speaking competence of English language learners.	Up to 10 years	f 2	7	28	$\chi^2=3.895$; $p>.05$	
		% 5.4	18.9	75.7		
	More than 10 years	f 15	31	64		
		% 13.6	28.2	58.2		
11. Playing video games enhances the listening competence of English language learners.	Up to 10 years	f 2	3	32	$\chi^2=4.282$; $p>.05$	
		% 5.4	8.1	86.5		
	More than 10 years	f 6	26	78		
		% 5.5	23.6	70.9		
12. Playing video games enhances the vocabulary knowledge of English language learners.	Up to 10 years	f 0	2	35	$\chi^2=2.300$; $p>.05$	
		% 0.0	5.4	94.6		
	More than 10 years	f 2	14	94		
		% 1.8	12.7	85.5		
13. Playing video games enhances the grammar knowledge of English language learners.	Up to 10 years	f 10	18	9	$\chi^2=.882$; $p>.05$	
		% 27.0	48.6	24.3		
	More than 10 years	f 38	51	21		
		% 34.5	46.4	19.1		

Table 31 shows that for item 1 (Video games promote learning English), none of the instructors with teaching experience of up to 10 years (0.0%) disagree, 1 (2.7%) is neutral, and 36 (97.3%) agree; whereas 4 (3.6%) of the instructors with teaching

experience of 11 years or more disagree, 24 (21.8%) are neutral, and 82 (74.5%) agree. The results show a statistically significant difference at the .05 level in the perceptions of the instructors. Hence, it can be concluded that the instructors with teaching experience of up to 10 years are more in agreement with item 1. Similarly, only 1 (2.7%) of the instructors with teaching experience of up to 10 years disagrees with item 7 (Video games promote interaction in the target language and collaborative learning), 3 (8.1%) are undecided, and 33 (89.2%) agree; while 5 (4.5%) of the instructors with teaching experience of 11 years or more disagree, 29 (26.4%) are undecided, and 76 (69.1%) agree. The results show a statistically significant difference at the .05 level in the perceptions of the instructors. Therefore, it can be concluded that the instructors with teaching experience of up to 10 years align more with item 7 compared to instructors with teaching experience of 11 years or more. No statistically significant difference between the groups was discovered for the remaining items.

4.4. Findings Related to the EFL Instructors' Perceptions of Video Games as Extracurricular Activities

In this section, the findings of the descriptive analysis are demonstrated with tables. The following table shows the frequency distribution of the EFL instructors' perceptions of video games as extracurricular activities. After that, further explanations are presented.

Table 33

The Frequency Distribution of the EFL Instructors' Perceptions of Video Games as Extracurricular Activities

Integrating video games into English language teaching as supplementary/out-of-class activities...		f	%
1. is an effective way to extend learning beyond the classroom.	Disagree	14	9.5
	Neutral	32	21.8
	Agree	101	68.7
2. may help me build rapport with my students.	Disagree	11	7.5
	Neutral	41	27.9
	Agree	94	63.9
3. would require some knowledge and experience in gaming.	Disagree	10	6.8
	Neutral	20	13.6
	Agree	117	79.6
4. would <u>not</u> be as effective as using video games in class as the main instructional tools.	Disagree	42	28.6
	Neutral	62	42.2
	Agree	43	29.3

Table 34 *Continued*

5. would be effective <u>only</u> with educational video games, which are designed for educational purposes.	Disagree	46	31.3
	Neutral	41	27.9
	Agree	60	40.8
6. would increase my workload.	Disagree	26	17.7
	Neutral	54	36.7
	Agree	67	45.6
7. would require too much technical support and guidance.	Disagree	31	21.1
	Neutral	51	34.7
	Agree	65	44.2
8. is a practice that I use in my own teaching.	Disagree	91	61.9
	Neutral	32	21.8
	Agree	24	16.3
9. is a practice that I would like to use in the future.	Disagree	26	17.7
	Neutral	51	34.7
	Agree	70	47.6
10. is a practice that I would like to learn more about.	Disagree	16	10.9
	Neutral	48	32.7
	Agree	83	56.5

According to Table 32, 68.7% of the English instructors agree that "Integrating video games into English language teaching as supplementary/out-of-class activities is an effective way to extend learning beyond the classroom", while 21.8% are undecided and 9.5% disagree. Most instructors agreed with the item. For the item "Integrating video games into English language teaching as supplementary/out-of-class activities may help me build rapport with my students", 63.9% of the English instructors agree, while 27.9% are undecided and 7.5% disagree. Most instructors agree with the item. Regarding the item "Integrating video games into English language teaching as supplementary/out-of-class activities would require some knowledge and experience in gaming", 79.6% of the English instructors agree, while 13.6% are undecided and 6.8% disagree. Most instructors agree with the item. Regarding the item "Integrating video games into English language teaching as supplementary/out-of-class activities would not be as effective as using video games in class as the main instructional tools", 29% of the English instructors agree, while 42.2% are undecided and 28.6% disagree. The majority remain undecided.

For the item "Integrating video games into English language teaching as supplementary/out-of-class activities would be effective only with educational video games, which are designed for educational purposes", 40.8% of the English instructors agree, 27.9% are undecided and 31.3% disagree. Most instructors agree with the item.

For the item "Integrating video games into English language teaching as supplementary/out-of-class activities would increase my workload", 45.6% of the English instructors agree, while 36.7% are undecided and 17.7% disagree. Most instructors agree with the item. Regarding the item " Integrating video games into English language teaching as supplementary/out-of-class activities would require too much technical support and guidance", 44.2% of the English instructors agree, while 34.7% are undecided and 21.1% disagree. Most instructors agree with the item. For the item "Integrating video games into English language teaching as supplementary/out-of-class activities is a practice that I use in my own teaching", 16.3% of the English instructors agree, while 21.8% are undecided and 61.9% disagree. Most of the instructors do not agree with the item.

Regarding the item "Integrating video games into English language teaching as supplementary/out-of-class activities is a practice that I would like to use in the future", 47.6% of the English instructors agree, while 34.7% are undecided and 17.7% disagree. Most instructors agree with the item. For the item "Integrating video games into English language teaching as supplementary/out-of-class activities is a practice that I would like to learn more about", 56.5% of the English instructors agree, while 32.7% are undecided and 10.9% disagree. Most of the instructors agree with the item.

Overall, the participants generally have positive views on the integration of video games in language teaching. A minority of the participants stated that they currently integrate them into their teaching. The participants have various opinions on their preferences for educational or commercial games. Most of the participants agree that video games would work better if they were integrated as supplementary tools. Lastly, most of the participants expressed that they would like to learn more about integrating video games into language teaching and utilize them in their future teaching practices.

4.4.1. Findings related to the EFL instructors' perceptions of video games as extracurricular activities depending on the variable gender

In this section, the findings revealed by the chi-square statistics are presented. The chi-square test aimed to determine whether the gender of the participants influence their views of video games as extracurricular activities. The following table shows the

frequency distribution and chi-square statistics concerning the views of the EFL instructors depending on their gender.

Table 35

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' Perceptions of Video Games as Extracurricular Activities Depending on the Variable Gender

Integrating video games into English language teaching as supplementary/out-of-class activities...		Gender	Disagree	Neutral	Agree	χ^2
1. is an effective way to extend learning beyond the classroom.	Female	f 7 % 7.0	20 20.0	73 73.0	$\chi^2=3.380$; $p>.05$	
	Male	f 7 % 14.9	12 25.5	28 59.6		
2. may help me build rapport with my students.	Female	f 4 % 4.0	27 27.3	68 68.7	$\chi^2=5.939$; $p>.05$	
	Male	f 7 % 14.9	14 29.8	26 55.3		
3. would require some knowledge and experience in gaming.	Female	f 8 % 8.0	13 13.0	79 79.0	$\chi^2=.757$; $p>.05$	
	Male	f 2 % 4.3	7 14.9	38 80.9		
4. would <u>not</u> be as effective as using video games in class as the main instructional tools.	Female	f 28 % 28.0	44 44.0	28 28.0	$\chi^2=.450$; $p>.05$	
	Male	f 14 % 29.8	18 38.3	15 31.9		
5. would be effective <u>only</u> with educational video games, which are designed for educational purposes.	Female	f 32 % 32.0	29 29.0	39 39.0	$\chi^2=.441$; $p>.05$	
	Male	f 14 % 29.8	12 25.5	21 44.7		
6. would increase my workload.	Female	f 19 % 19.0	39 39.0	42 42.0	$\chi^2=1.620$; $p>.05$	
	Male	f 7 % 14.9	15 31.9	25 53.2		
7. would require too much technical support and guidance.	Female	f 25 % 25.0	32 32.0	43 43.0	$\chi^2=3.028$; $p>.05$	
	Male	f 6 % 12.8	19 40.4	22 46.8		
8. is a practice that I use in my own teaching.	Female	f 62 % 62.0	20 20.0	18 18.0	$\chi^2=.986$; $p>.05$	
	Male	f 29 % 61.7	12 25.5	6 12.8		

Table 33 *continued*

Integrating video games into English language teaching as supplementary/out-of-class activities...		Gender	Disagree	Neutral	Agree	χ^2
9. is a practice that I would like to use in the future.	Female	f	16	33	51	$\chi^2=1.513$; p>.05
		%	16.0	33.0	51.0	
	Male	f	10	18	19	
		%	21.3	38.3	40.4	
10. is a practice that I would like to learn more about.	Female	f	10	30	60	$\chi^2=1.592$; p>.05
		%	10.0	30.0	60.0	
	Male	f	6	18	23	
		%	12.8	38.3	48.9	

Table 33 demonstrates the chi-square test results. The findings show that there are no statistically significant differences among the groups for any of the items concerning gender. In other words, the gender of the participants does not impact participants' perceptions of video games as extracurricular activities.

4.4.2. Findings related to the EFL instructors' perceptions of video games as extracurricular activities depending on the variable level of education

Within this section, the findings revealed by the chi-square statistics are given. The chi-square test aimed to determine whether the level of education of the participants influence their views of video games as extracurricular activities. The following table shows the frequency distribution and chi-square statistics concerning the views of the EFL instructors depending on their level of education.

Table 36

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' Perceptions of Video Games as Extracurricular Activities Based on the Variable Level of Education

Integrating video games into English language teaching as supplementary/ out-of-class activities...	Level of Education		Disagree	Neutral	Agree	χ^2
1. is an effective way to extend learning beyond the classroom.	Undergraduate	f	7	12	49	$\chi^2=1.273$; $p>.05$
		%	10.3	17.6	72.1	
	Postgraduate	f	7	20	52	
		%	8.9	25.3	65.8	
2. may help me build rapport with my students.	Undergraduate	f	5	17	45	$\chi^2=.473$; $p>.05$
		%	7.5	25.4	67.2	
	Postgraduate	f	6	24	49	
		%	7.6	30.4	62.0	
3. would require some knowledge and experience in gaming.	Undergraduate	f	4	10	54	$\chi^2=.271$; $p>.05$
		%	5.9	14.7	79.4	
	Postgraduate	f	6	10	63	
		%	7.6	12.7	79.7	
4. would <u>not</u> be as effective as using video games in class as the main instructional tools.	Undergraduate	f	25	25	18	$\chi^2=4.186$; $p>.05$
		%	36.8	36.8	26.5	
	Postgraduate	f	17	37	25	
		%	21.5	46.8	31.6	
5. would be effective <u>only</u> with educational video games, which are designed for educational purposes.	Undergraduate	f	23	18	27	$\chi^2=.389$; $p>.05$
		%	33.8	26.5	39.7	
	Postgraduate	f	23	23	33	
		%	29.1	29.1	41.8	
6. would increase my workload.	Undergraduate	f	15	27	26	$\chi^2=3.168$; $p>.05$
		%	22.1	39.7	38.2	
	Postgraduate	f	11	27	41	
		%	13.9	34.2	51.9	
7. would require too much technical support and guidance.	Undergraduate	f	12	27	29	$\chi^2=1.697$; $p>.05$
		%	17.6	39.7	42.6	
	Postgraduate	f	19	24	36	
		%	24.1	30.4	45.6	
8. is a practice that I use in my own teaching.	Undergraduate	f	42	13	13	$\chi^2=1.013$; $p>.05$
		%	61.8	19.1	19.1	
	Postgraduate	f	49	19	11	
		%	62.0	24.1	13.9	
9. is a practice that I would like to use in the future.	Undergraduate	f	11	26	31	$\chi^2=.730$; $p>.05$
		%	16.2	38.2	45.6	
	Postgraduate	f	15	25	39	
		%	19.0	31.6	49.4	
10. is a practice that I would like to learn more about.	Undergraduate	f	8	23	37	$\chi^2=.237$; $p>.05$
		%	11.8	33.8	54.4	
	Postgraduate	f	8	25	46	
		%	10.1	31.6	58.2	

Table 34 shows the results of the chi-square test. It can be concluded that there is no statistically significant difference among the groups for any of the items. Therefore, the level of education of the participants does not have an impact on their perceptions.

4.4.3. Findings related to the EFL instructors' perceptions of video games as extracurricular activities based on the variable field of graduation

Within this section, the findings from the chi-square statistical analysis are presented. The chi-square test was employed to determine the potential impact of the participants' field of graduation on their views of video games as extracurricular activities. The tables below show the frequency distribution and chi-square statistics of views of EFL instructors depending on their field of graduation.

Table 37

The Frequency Distribution and Chi-square Statistics of the EFL Instructors' Perceptions of Video Games as Extracurricular Activities based on the Variable Field of graduation

Integrating video games into English language teaching as supplementary/out-of-class activities...	Field of graduation		Disagree	Neutral	Agree	χ^2
11. is an effective way to extend learning beyond the classroom.	ELT	f	5	10	55	$\chi^2=1.916$; $p>.05$
		%	7.1	14.3	78.6	
	Other	f	9	15	53	
		%	11.7	19.5	68.8	
12. may help me build rapport with my students.	ELT	f	7	17	46	$\chi^2=1.812$; $p>.05$
		%	10.0	24.3	65.7	
	Other	f	4	24	48	
		%	5.3	31.6	63.2	
13. would require some knowledge and experience in gaming.	ELT	f	5	7	58	$\chi^2=1.479$; $p>.05$
		%	7.1	10.0	82.9	
	Other	f	5	13	59	
		%	6.5	16.9	76.6	
14. would <u>not</u> be as effective as using video games in class as the main instructional tools.	ELT	f	22	33	15	$\chi^2=3.959$; $p>.05$
		%	31.4	47.1	21.4	
	Other	f	20	29	28	
		%	26.0	37.7	36.4	
15. would be effective <u>only</u> with educational video games, which are designed for educational purposes.	ELT	f	27	21	22	$\chi^2=5.361$; $p>.05$
		%	38.6	30.0	31.4	
	Other	f	19	20	38	
		%	24.7	26.0	49.4	

Table 35 *continued*

Integrating video games into English language teaching as supplementary/out-of-class activities...	Field of graduation		Disagree	Neutral	Agree	χ^2
16. would increase my workload.	ELT	f	13	23	34	$\chi^2=.869$; $p>.05$
		%	18.6	32.9	48.6	
	Other	f	13	31	33	
		%	16.9	40.3	42.9	
17. would require too much technical support and guidance.	ELT	f	18	20	32	$\chi^2=2.868$; $p>.05$
		%	25.7	28.6	45.7	
	Other	f	13	31	33	
		%	16.9	40.3	42.9	
18. is a practice that I use in my own teaching.	ELT	f	43	15	12	$\chi^2=.067$; $p>.05$
		%	61.4	21.4	17.1	
	Other	f	48	17	12	
		%	62.3	22.1	15.6	
19. is a practice that I would like to use in the future.	ELT	f	12	24	34	$\chi^2=.054$; $p>.05$
		%	17.1	34.3	48.6	
	Other	f	14	27	36	
		%	18.2	35.1	46.8	
20. is a practice that I would like to learn more about.	ELT	f	7	21	42	$\chi^2=.680$; $p>.05$
		%	10.0	30.0	60.0	
	Other	f	9	27	41	
		%	11.7	35.1	53.2	

Table 35 shows the results of the chi-square test. It can be seen from the table that no statistically significant difference exists between the groups for the items above based on the field of graduation. In other words, the field of graduation does not influence the perceptions of participants regarding the use of video games as extracurricular activities.

4.4.4. Findings related to the EFL instructors' perceptions of video games as extracurricular activities based on the variable teaching experience

This section presents the findings revealed by the chi-square statistics. The purpose of the chi-square test was to determine whether the teaching experience of the participants has an impact on their perceptions of video games as extracurricular activities. The following table illustrates the frequency distribution and chi-square statistics concerning the views of the EFL instructors based on their teaching experience.

Table 38

The Frequency Distribution and Chi-Square Statistics of the EFL Instructors' Perceptions of Video Games as Extracurricular Activities Based on the Variable Teaching Experience

Integrating video games into English language teaching as supplementary/out-of-class activities...		Teaching Experience		Disagree	Neutral	Agree	χ^2
1. is an effective way to extend learning beyond the classroom.	Up to 10 years	f	1	6	30		
		%	2.7	16.2	81.1		$\chi^2=4.218$;
	More than 10 years	f	13	26	71		$p>.05$
2. may help me build rapport with my students.	Up to 10 years	f	1	6	30		
		%	2.7	16.2	81.1		$\chi^2=6.167$;
	More than 10 years	f	10	35	64		$p<.05$
3. would require some knowledge and experience in gaming.	Up to 10 years	f	0	4	33		
		%	0.0	10.8	89.2		$\chi^2=4.220$;
	More than 10 years	f	10	16	84		$p>.05$
4. would <u>not</u> be as effective as using video games in class as the main instructional tools.	Up to 10 years	f	14	16	7		
		%	37.8	43.2	18.9		$\chi^2=3.304$;
	More than 10 years	f	28	46	36		$p>.05$
5. would be effective <u>only</u> with educational video games, which are designed for educational purposes.	Up to 10 years	f	15	8	14		
		%	40.5	21.6	37.8		$\chi^2=2.156$;
	More than 10 years	f	31	33	46		$p>.05$
6. would increase my workload.	Up to 10 years	f	9	13	15		
		%	24.3	35.1	40.5		$\chi^2=1.541$;
	More than 10 years	f	17	41	52		$p>.05$
7. would require too much technical support and guidance.	Up to 10 years	f	10	12	15		
		%	27.0	32.4	40.5		$\chi^2=1.051$;
	More than 10 years	f	21	39	50		$p>.05$
8. is a practice that I use in my own teaching.	Up to 10 years	f	24	5	8		
		%	64.9	13.5	21.6		$\chi^2=2.467$;
	More than 10 years	f	67	27	16		$p>.05$
9. is a practice that I would like to use in the future.	Up to 10 years	f	5	9	23		
		%	13.5	24.3	62.2		$\chi^2=4.216$;
	More than 10 years	f	21	42	47		$p>.05$
10. is a practice that I would like to learn more about.	Up to 10 years	f	2	10	25		
		%	5.4	27.0	67.6		$\chi^2=2.923$;
	More than 10 years	f	14	38	58		$p>.05$
		%	12.7	34.5	52.7		

Table 36 shows that for the item “Integrating video games into English language teaching as supplementary/out-of-class activities may help me build rapport with my students”, only one (2.7%) of the instructors with a teaching experience of up to 10 years disagrees, 6 (16.2%) are neutral and 30 (81.1%) agree. On the other hand, 10 (9.2%) of the instructors who have 11 years and above teaching experience disagree, 35 (32.1%) are neutral, and 64 (58.7%) agree. It was found that there is a significant difference between the groups at the level of .05. Based on this finding, it can be concluded that lecturers with teaching experience of up to 10 years agree more with the item. As for the remaining items, no statistically significant difference was identified between the groups according to teaching experience.

4.5. Findings of the Qualitative Data Analysis

In this section, the findings of the qualitative data analysis are presented, integrated with the results obtained from the questionnaire. The findings of the qualitative data analysis revealed the main themes, categories, and codes. As a result, the following five themes emerged:

1. EFL Instructors’ Video Game Habits and Preferences
2. EFL Instructors’ Perceptions of Video Games
3. EFL Instructors’ Perceptions of the Relationship between Video Games and Language Learning
4. EFL Instructors’ Current Use of Video Games in Teaching
5. EFL Instructors’ Opinions on Integrating Video Games into Teaching

Table 39*EFL Instructors' Video Game Habits and Preferences*

Category	Code	f
Frequency of Play	Used to play	5
	Never	2
	Usually	1
	Hardly ever	6
	Total	16
Onset of gaming	Around 7	3
	Around 10	3
	Around 12	2
	Total	8
Duration of Gaming	Up to 20 years	2
	More than 20 years	6
	Total	8
Preferred game types	Car racing	2
	Word	1
	Puzzles	2
	War	2
	Action	1
	Role playing	1
	Simulation	1
	Strategy	2
	Design	1
	Educational	1
	Mobile	3
	Sports	2
	Total	19
Motivation for Gaming	To have fun	6
	To pass time	3
	To feel relaxed	1
	To spend time with family or friends	1
	For educational purposes	1
	To socialise	1
	To immerse in a life-like experience	1
	Total	14
	Overall Total	65

Table 37 shows the instructors' video game experiences and habits. Regarding the frequency of play, most of the participants (n=6) hardly ever play video games; one participant usually plays video games, and two participants never play video games. A similar result was obtained in the questionnaire. However, it should be noted that, in the interview sessions, five of the participants who stated they hardly ever play video games also added that they used to play video games more often in the past.

Unfortunately, I am not so interested in video games, so I never play video games. (Participant 7)

To be honest, I hardly ever play video games. (P2)

Well I rarely play video games for a couple of years, but I played a lot of games in the past, especially during my adolescence. (P8)

With regard to the starting age of playing video games, the responses were around the ages of 7 (f=3), 10 (f=3), and 12 (f=2). This result shows that almost all of the participants who stated they play video games started playing in the early stages of their lives. Most of the questionnaire participants, on the other hand, stated they started playing video games after the age of 11. Additionally, the duration of gaming was up to 20 years for two participants, and it was more than 20 years for other participants (n=6). These results indicate that the majority of the participant instructors spent a long time playing video games, which contradicts the results of the questionnaire.

When I was like 10 years old I think that was the first time I encountered a computer... And since then I have played video games. (P6)

Well I started playing video games when I was seven... I have been playing video games for about 25 years. (P5)

When they were asked about the types of video games they mostly prefer, the participants mentioned a wide range of game types as it was possible to give more than one response to this question. The mobile games were the outstanding finding (f=3) among the others similar to the questionnaire results. Specific examples can be found below.

As I said before I hardly ever play video games and when I do I only play mobile games like puzzles. (P2)

I usually play action, war, or strategy games, sometimes puzzles or word games. I really enjoy playing Counter Strike, Portal, Pay Day, Sims, and word games. (P8)

Considering the last category, the participants were asked about the reasons why they play video games. There were various answers. However, the most frequently mentioned reason was “to have fun” (f=6), and it was followed by “to pass time” (f=3). The same results emerged in the questionnaire responses.

Just to have fun. (P2)

I play video games to spend time and have fun. (P3)

Usually to have fun to entertain and you know it's like a social activity of the modern times between or among especially young men. (P6)

Table 40

EFL Instructors' Perceptions of Video Games

Categories	Codes	f
Impact of Video Games	Positive	11
	Negative	7
	Total	18
Perceived Positive Impact	Capture attention	1
	Motivate to learn	1
	Real-world learning	1
	Enhance concentration	3
	Keep players updated	2
	Foster enthusiasm for learning	1
	Enhance English pronunciation	1
	Entertain and relax	3
	Foster learning a new language	1
	Boost social interaction	2
	Foster unity and friendship	1
	Total	17
Perceived Negative Impact	Limited physical activity	1
	Adverse effects on social skills	2
	Confronting issues related to sexuality	1
	Addiction	2
	Time wastage	3
	Employing vulgar language	1
	Misconceptions about gender roles	1
	Violence/Brutality	3
	Encouraging confrontational behaviour	2
	Causing Aggression	3
	Damage on mental and physical health	2
	Total	21
	Overall Total	56

Table 38 demonstrates the participants' perceptions of video games. Considering the impact of video games, most of the participants expressed that there might be both positive and negative effects of video games on players. The majority of the participants (n=11) emphasised the positive sides even though some (n=7) stated the negative sides as well. When they were asked to specify the positive impacts of video games, they gave various responses. The most outstanding responses were entertaining, relaxing, and enhancing concentration levels. Additionally, some

participants stated that video games boost social interaction, motivate people to learn new things, and enhance language learning.

To be honest it is a stick with two ends. It has both positive and negative impacts. I am afraid I would agree with those who think video games have a negative impact. (P3)

I think, I am in between. It certainly entertains people and it is a positive impact but I believe there could be negative ones as well. (P2)

I definitely agree that they have some positive impact on players. For example, if you play with a group of friends, you improve the unity or friendship with this group and this is a wonderful opportunity for social interaction. (P6)

As far as I see, actually I observed from my students they have a positive impact. Video games have a positive impact on players especially I think while learning a foreign language. (P7)

Although most of the participants had mixed feelings towards video games, some indicated several specific negative effects on players. The most frequent ones were time wastage (n=3), and causing violence and aggression among players (n=3). Besides, some participants asserted that playing video games might cause addiction, physical and mental health problems, and a lack of socialising.

But you know when I even think about gamers as teenagers or as my students, they seem to waste their time... (P4)

We may assume that those who play video games for long hours will have some health problems both mentally and physically. (P3)

I can agree that video games can have a negative impact on people from an age for instance addiction, facing sexuality, brutality, anger, and wasting so many hours. (P5)

The negative part of it I can say maybe they spend too much time and for that reason, they may have some health problems, especially with their eyes, and they may have headaches. And also one more negative part, they do not spend enough time with their friends or families I can say. (P7)

Similar to these results, most of the questionnaire participants had positive perceptions of video games, and they believed that playing video games is an important leisure time activity, helps people develop useful knowledge and skills, stimulates curiosity to learn something new, and helps people to socialize when played with a group. Additionally, they also stated that video games could lead to addiction, take too

much time, and affect people's social life negatively. Although similar results were obtained, the interview sessions enabled the participants to elaborate on the positive or negative impacts of video games with specific examples.

Table 41

EFL Instructors' Perceptions of the Relationship between Video Games and Language Learning

Categories	Codes	f
The Ways Video Games Enhance Language Learning	Developing learning strategies	1
	Permanent learning	1
	Boosting concentration	1
	Increasing exposure to English	1
	Encouraging incidental learning	2
	Repetition	1
	Stress-free atmosphere	1
	Reducing fear of making mistakes	1
	Motivating to get better	1
	Real-life simulation	2
	Decision-making practice	1
	Simulating foreign environments	1
	Contextual learning	2
	Independent learning	1
	Fast reaction skills	1
	Interacting with people globally	4
	Enjoyable learning	1
	Total	23
Improved Language Skills	Pronunciation	3
	Speaking	6
	Listening	2
	Vocabulary knowledge	10
	Communication skills	8
	Total	29
	Overall Total	52

Table 39 reveals the participants' perceptions of the relationship between video games and language learning. First of all, regarding the question of whether playing video games enhances language learning, all of the participants agreed that video games enhance language learning. Additionally, the participants were asked whether they met anyone, a student or someone they knew, who had told them they improved their English language skills thanks to video games. All of the participants stated that they had several students or friends who told them that they had improved their English

language skills in this way. The majority of the participants shared very specific and multiple anecdotes in this manner.

When we consider the huge number of players and the long hours spent on these games, it is obvious that the players are exposed to a great amount of target language and they communicate in the target language either written or spoken. I am positive that video games boost the language learning process. (P8)

My desk mate when I was at high school was playing some strategy games like you know Age of Empires or other ones and he used to play like maybe four hours five hours a day and he was like kind of addicted to these games but he had improved his language skills greatly thanks to this game and that is the first example I can give. (P6)

It enhances language learning I believe. Once I had a student actually I had some students who were into video games and when I asked the reason how they acquired English and how they learned it, they mostly said video games positively affected me a lot, OK? So I asked how and they mentioned while playing video games we had a lot of friends and also we had a lot of friends from all over the world from different nations, countries I can say and they had to communicate while playing. (P7)

Considering the ways video games enhance language learning, the responses of the participants created a quite long list. The most frequently mentioned response was the chance to interact with people from other countries. It was also stated that playing video games enhances incidental and contextual learning as well as enjoyable learning experiences.

Regarding the improvement of particular language skills, vocabulary knowledge was the most prominent one. All of the participants believe that playing video games improves vocabulary knowledge. Following that, communication skills and speaking skill were perceived as other considerably improved areas. It should be noted that reading and writing skills were not mentioned by the participants in this manner.

Yes absolutely I think yes it is a really enjoyable way to practise a foreign language because people have a chance to learn new vocabulary and also they can use them in a real context. (P1)

I agree that they would improve language learning or foster language learning because I mean while playing video games most people have the motivation to get better to learn better and at the same time when you are playing a video game usually you are not afraid of making mistakes and this is very important in language learning. (P6)

I believe so, yes. Again from my personal experience, my primary motivation to learn English was to understand the stories of the games I played and to communicate with others for multiplayer games. (P10)

The responses obtained from the questionnaire were parallel with these results. First of all, a large majority of the questionnaire participants agreed that video games promote language learning. Most of them also believed that video games are fun, hands-on, engaging learning tools for English learners; they motivate them to learn English; the learners are exposed to authentic language abundantly; and they promote autonomy and interaction. The interview results provided the same but more detailed explanations in this sense. For instance, they could share their personal observations, experiences, and several anecdotes as well. Additionally, regarding language skills, consistent results were obtained in both quantitative and qualitative data findings. The improvement of vocabulary knowledge was the top-rated item while most of the questionnaire participants remained neutral for the improvement of grammar and writing skills.

Table 42*EFL Instructors' Current Use of Video Games in Teaching*

Categories	Codes	f
Incorporation in teaching	I use them	3
	I don't use them	7
	Total	10
Reasons for Not Using	Limited time	1
	Heavy curriculum	1
	Strict and fixed pace	3
	Lack of interest from students	1
	Difficulty in selecting appropriate games	1
	Total	7
Recommended Out-of-class Activities	Listening to music/podcasts	8
	Watching films/TV series Social media	8
	Pronunciation	1
	Imitating	1
	Writing	1
	Mobile applications	2
	Making native speaker or foreign friends	2
	Reading in English	7
	Practice speaking	2
	Pursuing personal passions in English	3
	Engaging in debates	1
	Playing video games	6
	Total	42
	Overall Total	59

Table 40 demonstrates the participants' current use of video games in their teaching. Regarding their use of video games in their teaching, 7 participants responded to this question negatively while 3 participants stated that they use video games in language teaching. This result is parallel with the questionnaire responses; however, in the interview sessions, the participants who did not use video games in teaching were also requested to explain why they do not use video games in their teaching. 3 participants expressed that they could not use video games as they had a strict and fixed pace to follow at their schools. Also, limited time, heavy curriculum, game selection, and lack of interest from students were listed as other perceived reasons for not using video games in their current teaching.

Actually it's not possible for me to use any type of video gaming in my lessons because we have got a let's say a fixed pace and a fixed material but I would like it. (P6)

No actually I don't use video games, but I advise my students to play video games. It is not a waste of time. (P9)

In addition, the participants were asked what kind of activities they recommend for the students to practice English out-of-class. The majority of the instructors (n=8) shared watching films/TV series and listening to music in the target language. Following that 7 participants said they recommend reading in English. Besides, 6 participants mentioned playing video games. 3 participants highlighted that they suggest students pursue their personal passions in English. This question was not included in the questionnaire in order not to restrict the responses of the participants, but it was included in the interview sessions to explore what they consider as out-of-class activities and whether they regard video games in this category.

I suggest my students watch videos or listen to podcasts with English subtitles. (P1)

I tell them to watch TV series, movies, and read as much as possible, and I just tell them to play video games if they like, and listen to music. (P2)

I usually tell them "Do what you love but do it in English". If they love reading, they should read in English. If they love watching films, they should watch movies in English or with subtitles. (P3)

Table 43

EFL Instructors' Opinions on Integrating Video Games into Teaching

Categories	Codes	f
Willingness to integrate	Good idea	2
	Not a good idea	1
	Positive yet cautious	7
	Interested in learning more	10
	Total	20
Foreseen Benefits	Enjoyable learning	2
	Motivation to learn	3
	Interaction	2
	Lower affective filter	2
	New perspectives	1
	Developing rapport with students	1
	Exposure to English	2
	Practice	3
	Total	16

Table 41 *continued*

Categories	Codes	f
Foreseen Problems/Challenges	Prioritizing winning over learning	2
	Less interest in educational games	2
	Game selection	3
	Insufficient video games literacy	8
	Individual differences	2
		17
Means of integration	As extracurricular activities	10
Total		10
Type of games	Educational games	4
	Any types of games	4
	Total	8
Overall Total		54

Table 41 shows the participants' opinions on integrating video games into language teaching. The majority of the participants (n=7) were positive about integrating video games into teaching; however, they also had some concerns and doubts regarding its practice in their teaching context, which is consistent with the questionnaire results. Two participants thought it was a good idea and were willing to implement it into their teaching, and one participant was against integrating video games into teaching. Nevertheless, all of the participants were willing to learn more about how they could integrate video games into language teaching. Similarly, the majority of the questionnaire participants were willing to use video games and learn more about them.

Actually, I am not sure how it can be integrated. I don't know much about video game inclusion in EFL classes, but it can be beneficial. (P2)

Personally what I think is that it would be good for the students because we are no more in the time of where traditional teaching is applied. Innovative methods and implementing the tools of what the current era offers us can be useful. (P5)

I would very much like to learn about using video games out of class as most of my knowledge is built on my personal experience so I would want to learn about the theoretical background or the literature on how effective they are or what types are more effective etc. (P10)

I have a lot to learn about them. (P4)

I would love to learn more about making use of video games in my teaching and as supplementary activities. They will bring joy, and I am sure they will help both learning and teaching. (P3)

The participants were questioned about the possible benefits of integrating video games into teaching. The most prominent response was enhancing motivation to learn (n=3). Following that, some participants stated providing opportunities to practice the target language (n=3). The questionnaire items related to the benefits of integrating video games into ELT were restricted to the following statements: “It extends learning beyond the classroom”, and “ It may help me build rapport with my students” However, the interview sessions provided a wide range of responses from the participants as can be seen in Table 43.

It may bring the instructor and the students closer. We never understand why students play video games for hours. We may have a new perspective in terms of making language learning and teaching more fun. (P3)

You know and they might not do some homework because of their type or because of their content but if they are provided in the form of a video game, more students would be interested and you know it would also provide more practice for them so this could be beneficial. (P4)

In the questionnaire responses, the majority of the participants stated that integrating video games into ELT would require some knowledge and experience and would increase their workload. The interview sessions, on the other hand, included an open-ended question about the possible challenges of integrating video games into ELT. About the possible challenges or problems, most of the participants (n=8) mentioned that they have insufficient knowledge about video games and how to integrate them into teaching. Difficulty in choosing the appropriate games (n=3) was another problem. Also, two participants stated individual differences.

Teachers may not be familiar with video games. New devices may be too complicated for some teachers. (P3)

Of course if I am like giving my students a video game to play suggesting something I should personally know about it. The details what students can get out of it or what limitations there are. For this reason firstly I must play this game I must spend a lot of time to understand and to improve my skills in this game. (P6)

The challenge is though, it is really hard to pick a game where all the students would be interested, have computers or phones that they play that game etc. (P10)

For the questions asking whether video games should be used as main instructional tools or extracurricular activities, the participants reached a consensus. All of the participants (N=10) believe that integrating video games as extracurricular activities would be more beneficial than implementing them in classroom teaching. In the questionnaire results, however, most of the participants remained neutral.

It should be out of the class, not inside the class. (P6)

In class, we have a lot of different students and some of them may not be interested in video games, so as main instructional tools, I think it should not be used, so as supplementary or out of class materials it should be better. (P7)

Lastly, for the question related to whether educational or other (commercial) games should be used as extracurricular activities, some participants (n=4) expressed that educational games would serve better for teaching purposes while others (n=4) believe that it does not have to be an educational game, it can be any kinds of video games (commercial games) as educational games would interest students less. According to the questionnaire results, on the other hand, the majority of the participants believed that educational games would be more effective.

I have never played computer games but you know people say that there are educational ones you can use it for enjoyment or so to improve your English. (P9)

I would prefer educational games if it is going to be a part of the curriculum. But for students, they can play whatever they want in their own time, if it is in English, it would be useful. (P8)

Although an avid gamer, I hated educational games when I was young. They felt fake and by design, their main purpose was to teach, rather than being fun. And when I tried them a few times in my classes, I felt the reaction of the students were more annoyed than joy. (P10)

I don't think that educational games would be useful. I am sure that students will find them boring. (P3)

CHAPTER V

DISCUSSION, CONCLUSION, AND IMPLICATIONS

In this chapter, firstly, the key results obtained from the quantitative and qualitative data analysis are discussed in line with the literature and research questions. Subsequently, the study is summarised in the conclusion section. Lastly, the implications and suggestions for further research are presented.

5.1. Discussion

The main purpose of the current study was to investigate the EFL instructors' perceptions of video games as language learning tools. To gain a broader perspective on the issue, instructors' gaming experiences and habits, their perceptions of video games in general, and their views on integrating video games into English language teaching as extracurricular activities were explored as well. For this purpose, both qualitative and quantitative data were collected. The results derived from the data analysis were discussed with reference to each research question and the related literature in the following sections.

5.1.1. EFL Instructors' gaming experience and habits

The first research question of the present study was "What are the gaming experiences and habits of EFL instructors?" The main purpose of this question was to explore the familiarity and awareness level of the EFL instructors with video games. The comprehensive analysis of the data collected through the questionnaire and the interviews revealed several aspects of the issue, such as the frequency of playing, the time spent on gaming, the most preferred game platforms and game genres, and the reasons for playing video games. Although the questions related to gaming experience and habits might have seemed highly specific, the detailed responses to these questions provided valuable insights into the participants' prior experience and current views on video games. Therefore, these findings might contribute greatly to our understanding of the relationship between game literacy among EFL instructors and their perceptions of video games.

The findings related to the EFL instructors' gaming experience and habits indicated that the majority of the EFL instructors rarely play video games. Additionally, the qualitative phase of the study revealed a noteworthy detail regarding this result. In the interview sessions, some of the participants who rarely play video games specifically emphasised that they used to play video games more often in the past. This result was also reported by Beggs et al. (2009), who found that the majority of the academics from different faculties do not play video games frequently, but they stated that they had played them before. These findings could support the assumption that EFL instructors have a certain level of experience and familiarity with video games despite their lack of regular interaction with them in person. However, these results are contrary to the previous studies by Ertzberger (2009) and Bourgonjon et al. (2013), which suggested that teachers had no or very limited familiarity with video games. Likewise, Sandford et al. (2006) found that teachers did not play video games in their leisure time. Also, the results of the current study do not support Güleröglü (2015), who found that almost all of the pre-service teacher participants play video games, and half of them play video games every day. This contradiction could be attributed to several factors. First, the gaming experience and habits of the EFL instructors could differ from academics and teachers of other fields. Secondly, the familiarity of teachers with video games might have been increasing lately. Therefore, a higher level of awareness and experience could be observed in the more recent studies. Finally, in-service EFL instructors may not be interested in video games as much as pre-service teachers due to generational differences.

Apart from the frequency of gaming, the data analysis also revealed outcomes related to the onset of gaming, the most preferred game platforms and game genres, and the reasons for playing video games. It was found that most of the EFL instructors started playing video games after the age of 11. Also, the participants who stated that they play video games mostly preferred mobile devices. Moreover, puzzle games were the most popular genre among them. Finally, the most frequently mentioned motivation for gaming was to pass time. Although it is not possible to compare these results with previous studies as there is no research investigating EFL instructors' gaming habits in particular, these findings could provide significant insights to discuss the instructors' gamer types and personae.

Considering the overall results, it could be concluded that the majority of the EFL instructors who stated they play video games seemed to be casual gamers, who

play few games, dedicate less time to playing, and prefer simple games (Juul, 2010). Similarly, Güleröğlu (2015) found that most of the pre-service teacher participants had prior casual gaming experience. However, Juul (2010) claims that the gaming habits of people can change over time due to major changes in their lives, such as having children, getting a job, or moving away from home; therefore, players may shift among gamer types. Similarly, the participants in this study who stated that they used to play more often in the past might have shifted from being a hardcore gamer to a casual one or vice versa. In the same way, Consalvo (2009) points out that people might drift apart from gaming as they get older and/or have more responsibilities, but it is also possible that they might gain more experience in gaming and their perceptions of gaming may have changed. Therefore, it can be suggested that some participants might be familiar with video games although they do not/cannot play them anymore. Furthermore, they may have become more aware of the opportunities that video games can offer after being a teacher and gaining more experience in the field.

The results could also provide an idea about the EFL instructors' gamer personae according to Gamer Segmentation™ (Newzoo, 2021b). When the gaming habits and reasons of the participants who stated that they play video games were examined with an overall perspective, a great number of the instructors seemed to be *The time fillers*, who are described as the players who occasionally play games to kill time when they are free and often prefer mobile games (Newzoo, 2021b). Another category, *The lapsed gamer*, might also apply to some EFL instructors. The lapsed gamers are the ones who used to play games a lot in the past but then stopped playing due to a lack of interest or other priorities (Newzoo, 2021b). Consequently, it can be inferred that some instructors are more knowledgeable and experienced in terms of gaming than others.

5.1.1.1. EFL instructors' gaming experience and habits depending on the variable gender

Regarding the variable gender, the results showed that the male instructors prefer computers for gaming more frequently than the female instructors. Also, action, sports, shooter, and simulation game genres are preferred more frequently by the male participants. These results confirm the previous studies which indicated that male

respondents mostly prefer strategy, role-playing, action, or fighting games while female participants prefer social, puzzle, or educational games (Phan et al., 2012).

5.1.1.2. EFL Instructors' gaming experience and habits depending on the variable level of education

The findings revealed no statistically significant differences in the EFL instructors' gaming experiences and habits based on their level of education. This suggests that the education level does not notably influence EFL instructors' engagement with video games. Due to a lack of comparable studies, it was not possible to discuss this result referring to previous research.

5.1.1.3. EFL Instructors' gaming experience and habits depending on the variable field of graduation

The results indicated that the field of graduation had no significant impact on the participants' gaming habits and experiences. In other words, the program that the participants graduated from did not affect their gaming behaviour. The results could not be compared with the previous studies since there was no study related to the current findings in the literature.

5.1.1.4. EFL Instructors' gaming experience and habits depending on the variable teaching experience

Regarding the variable teaching experience, the instructors with a teaching experience of up to 10 years tend to play video games more frequently compared to those with over 11 years of experience. Additionally, the instructors with teaching experience of up to 10 years started playing video games at an earlier age; they have been playing video games for longer, and they spend more time per week on video games compared to those with over 11 years of experience. Also, they prefer computers as gaming platforms and role-playing games more often than those with over 11 years of experience. Besides, with regard to the reasons for playing video games "to have fun" and "to stay away from the real world" were preferred more by the instructors with a teaching experience of up to 10 years. The same motives were listed among the most common reasons for playing video games in the literature as well (Kirriemuir & McFarlane, 2004; Whitbourne et al., 2013; Yee, 2007). These

findings could be explained by referring to the terms *digital natives* and *digital immigrants* coined by Prensky (2001), who asserts that digital natives, who were born in the digital age and have spent their entire lives using computers, video games, and other digital tools, are comfortable with adapting and using new technologies in the same way. Digital immigrants, on the other hand, were not born in the digital age but they learn and adopt the new technologies later in life, so they are probably not as comfortable as the former group in using new tools (Prensky, 2001). Considering the instructors with a teaching experience of 11 years and above, it is highly likely that they are digital immigrants, that is, they were not born within technology but learned about it later in their lives. Therefore, it might be suggested that instructors with teaching experience of up to 10 years are digital natives; consequently, they might have a higher game literacy.

In short, the research on learners' gaming experience and habits seems quite abundant in the literature; however, very few studies can be found on teachers' gaming experience and literacy. Moreover, no studies on this issue exist related to EFL instructors, particularly in the Turkish context. As it is evident that the role of teachers today is crucial in adapting new technologies and exploiting game-based learning, there is a need for studies investigating teachers' mindset and experience in this field. Therefore, it is not easy to compare the current results with the previous ones related to each variable; however, the findings of the current study might be preliminary and probably the first step to explore more in this manner.

5.1.2. EFL instructors' perceptions of video games

The second research question of the present study was "What are EFL instructors' perceptions of video games?", and this question aimed to explore whether EFL instructors had positive or negative perceptions of video games in general, deliberately putting the language learning aspect out of focus in this part since it was measured in the following part of the questionnaire and the interviews in detail. According to the analysis of both qualitative and quantitative data, we could infer that the majority of the participants believe that video games have positive impacts on players in general, and they recognize the benefits of video games as well. Likewise, Bensiger (2012) found the same result with pre-service teachers. A similar result was also reported by Can (2003) who investigated prospective computer teachers'

perceptions. However, as distinct from this, Can (2003) argues that there was a disparity between the perceptions of pre-service teachers about the importance of games in general and the importance of games in learning, which was not the case in the current study. Most of the participants in the present study consider video games as important leisure time activities, effective learning tools, motivators, socializing environments, and suitable for all ages. These results also support evidence from previous observations (Beggs et al., 2009; Bensiger, 2012; De Aguilera & Noguero, 2003; Gee, 2013; Squire, 2003). On the other hand, some respondents shared various concerns related to video games. Addiction, aggression, brutality, damage to physical and mental health, adverse effects on social skills, and time wastage were the top concerns of the participants. These findings are in line with the earlier studies on this issue (Freedman, 2002; Kuss, 2013; Shaffer et al., 2005), and as Can (2003) asserts, it could be the inevitable result of the media spotlight on the negative effects of video games. Nonetheless, the interview sessions revealed an interesting outcome. Nearly all of the participants who acknowledged the negative sides of video games also highlighted the positive effects of especially sophisticated games by giving details and specific examples from their personal lives. This might corroborate the idea of Squire (2003), who suggests that video games are reversing negative attitudes as they become more complex and versatile.

5.1.2.1. EFL Instructors' perceptions of video games depending on the variable gender

Regarding gender, further statistical analysis revealed a significant outcome related to one item. The findings indicated that the male participants agreed more with the idea that playing video games helps people develop some useful knowledge and skills. One could assume that the game types the male participants dominantly preferred, that is, action, strategy, role-play, and fighting might provide more opportunities to develop useful knowledge and skills. Despite being a noteworthy result, the literature lacks previous research exploring the same issue.

5.1.2.2. EFL Instructors' perceptions of video games depending on the variable level of education

Concerning the participants' level of education, the data analysis indicated that there were no statistically significant differences among the groups based on their level of education. This implies that the level of education of the EFL instructors does not have a substantial impact on their gaming preferences and habits. Given the lack of a similar study, it is not possible to have comparisons with previous research when discussing this result.

5.1.2.3. EFL Instructors' perceptions of video games depending on the variable field of graduation

Regarding the field of graduation, the results indicate that the instructors who graduated from the English Language Teaching department agree more with the items that suggest playing video games is an important leisure time activity, helps people develop some useful knowledge and skills, stimulates curiosity to learn something new, and are appropriate for all ages. It is difficult to draw a certain conclusion about this outcome, but it might be related to the pedagogical background of the ELT graduates. They might have raised awareness on the aforementioned issues due to various classes they took in their teacher training programs.

5.1.2.4. EFL Instructors' perceptions of video games depending on the variable teaching experience

With regard to teaching experience, the findings revealed that less experienced instructors, that is, the instructors with a teaching experience of up to 10 years, agree more with the statements that suggest playing video games is an important leisure time activity, helps people develop some useful knowledge and skills, is appropriate for all ages, and helps people to socialize when they are played with a group. It seems possible that this result is due to the generational gap between less experienced and experienced teachers. The instructors with less teaching experience may belong to the younger generation, in other words, they are probably digital natives (Prensky, 2001). Therefore, based on their personal experience and observations, younger teachers are more likely to consider video games as leisure time activities, socialising environments, and appropriate for all ages.

In brief, despite their concerns related to the negative impacts of video games on players, EFL instructors seem to hold a positive perception of playing video games in general. Some of the aforementioned outcomes could not be discussed in the light of literature as they have not previously been described. Nevertheless, the present results could provide further support for investigating whether there is a relationship between EFL instructors' perception of video games in general and their perceptions of video games as language learning tools.

5.1.3. EFL instructors' perceptions of video games as language learning tools

The fourth question in the research was "What are EFL instructors' perceptions of video games as language learning tools?", which aims to investigate whether EFL instructors have positive or negative perceptions about improving English language skills through video games. Consistent with the literature, the current investigation found that a large majority of the respondents support the idea that video games promote English language learning in various ways while only a minority of the participants disagree with the idea. Likewise, the study conducted by Alshaya (2020) found that English language teachers had positive perceptions of video games related to language learning, and they expressed various benefits of video games in terms of language learning as well as participants who shared certain concerns.

Furthermore, both the questionnaire and interview results demonstrated that most EFL instructors consider video games as fun and engaging language learning tools that motivate learners and provide exposure to authentic language. This result accords with Bedir and Müftüoğlu (2016), who suggest that digital games might contribute to student motivation and make learning fun and engaging. Similarly, Zhao and Lai (2009) assert that when the target language is used adequately with a real purpose in an authentic environment, this leads to effective language learning. Moreover, video games are perceived to enhance autonomy and offer opportunities for personalised learning by most EFL instructors. As Reinders (2014) asserts, it seems that EFL instructors do not regard learning as limited to the classroom. Instead, they are aware of the fact that video games might provide personalised learning environments where learners interact with other social communities and take responsibility for their own learning. Also, these games are noted to promote

interaction in the target language and foster collaborative learning by the majority of the EFL instructors. In the same way, some other studies in the literature indicate that video games encourage learners to interact in English and reinforce collaborative learning (Connolly et al., 2012; Gee, 2008; Hsiao & Chiou, 2016; Reinhardt & Thorne, 2016). These outcomes are contrary to those of Chik (2011), who found that English teachers were not aware of the pedagogical potentials of video games; moreover, most of them expressed their concerns related to games.

The findings related to the fourth question also revealed the participants' opinions on the relationship between video games and particular language skills/subskills. Concerning specific language skills, improvement of vocabulary knowledge became prominent among others, that is, a notable portion of the participants agreed that video games contribute greatly to vocabulary knowledge. The impact of video games on vocabulary knowledge has been widely investigated, and similar results were obtained in several studies which pointed out the positive effect of video games on vocabulary development (Hitosugi et al., 2014; Sylvén & Sundqvist, 2012; Young & Wang, 2014; Yuditseva, 2015).

In addition, a substantial number of respondents in the present study had the belief that video games enhance reading and listening skills. These findings support the idea that video games contribute to receptive skills (Alrajhi, 2020; Silva, 2014). Furthermore, Olsson (2012) asserts that video games are in fact more effective for receptive skills (reading and listening) and vocabulary knowledge than productive ones (writing and speaking), which aligns with the results of the present study. Regarding the speaking skill, the majority of the participants expressed that video games were effective tools for practice and improvement. Likewise, Gee (2013) highlights that learners could freely use trial and error in video games, and an improvement in productive skills could be observed since performance precedes competence during gameplay.

A considerable number of the instructors remained uncertain about the influence of video games on writing and grammar competence. This result is in fact surprising as the EFL instructors approached the items nonjudgmentally and cautiously rather than expressing disagreement. No participants in the interview sessions mentioned the positive impact of video games on either reading or writing skills, which shows consistency with questionnaire results. However, Chik (2014) suggests that productive language skills including writing might also improve thanks

to gaming communities and active and authentic practices such as posting on online forums. Regarding grammar competence, the studies are not sufficient to make a satisfactory inference. For instance, it was asserted by Singaravelu (2008) that video games are more influential than conventional formal education to improve English grammar competence while Alrajhi (2020) claims that accumulative gaming does not improve grammar knowledge significantly. A possible reason might be the participants' lack of knowledge and experience with those games contributing to grammar and writing competence. In other words, the participants in the present study were probably hesitant and/or undecided because they suspected the existence of such games; however, they had not observed or experienced these games in person. Moreover, the respondents might be unaware or ignorant of the aforementioned online communities and platforms that players engage in apart from games.

5.1.3.1. EFL Instructors' perceptions of video games as language learning tools depending on the variable gender

With regard to gender, the female participants agreed more on the items that suggest video games promote learning English, and they are fun, hands-on, and engaging learning tools for English language learners. Considering the fact that the male participants agreed more on the item that video games provide useful knowledge and skills compared to the female participants, the same result could have been assumed for these items as well. However, the findings indicated the other way. It is difficult to comment on this result as there is not sufficient data in the literature on this issue.

5.1.3.2. EFL Instructors' Perceptions of video games as language learning tools depending on the variable level of education

The results showed no significant relationship between the groups related to the level of education. In other words, the level of education did not influence EFL instructors' perceptions of video games as language learning tools. Given the lack of a similar study, it was not possible to discuss it.

5.1.3.3. EFL Instructors' perceptions of video games as language learning tools depending on the variable field of graduation

Regarding the field of graduation, the participants who graduated from English Language Teaching programs agreed more with the item which suggests playing video games enhances the writing competence of English language learners. This is an interesting result but difficult to generalise. In general, writing skill was at the bottom of the list when the participants considered the improved skills. A possible explanation might be that the ELT instructors who graduated from the ELT department might have a higher level of awareness and knowledge on the opportunities video games offer for writing skills, such as gaming communities, online forums, and other platforms where players practice written communication.

5.1.3.4. EFL Instructors' perceptions of video games as language learning tools depending on the variable teaching experience

In terms of teaching experience, further analysis of the data revealed a significant result. None of the instructors with teaching experience of up to 10 years disagreed with the item that suggests video games promote learning English; only one participant was undecided. It means that almost all of the participants who had less teaching experience agreed with the idea that video games promote language learning. On the other hand, the agreement level was lower among the instructors with longer experience in teaching. Also, almost all of the instructors with teaching experience of up to 10 years support the idea that video games promote interaction in the target language and collaborative learning while this rate was lower among the more experienced instructors. This result could be attributed to the higher engagement level of the younger instructors with video games and the generational gap among the participants. Therefore, it could be concluded that the instructors with less teaching experience tend to have more positive perceptions about the relationship between video games and language learning.

To conclude, a significant majority of the EFL instructors have positive perceptions of video games in terms of English language learning. It was also observed that there was a consensus on the positive impact of video games on vocabulary, reading, listening, and speaking skills; however, they were mostly uncertain about writing and grammar competence. The results indicated the complexity of the EFL

instructors' perceptions of video games, which were influenced by factors such as gender and teaching experience.

5.1.4. EFL instructors' views on integrating video games into teaching

The sixth question of the current study was “What are EFL instructors’ views on integrating video games as extracurricular English activities in English language teaching?” The purpose of this question was to take the issue one step further and explore the participants’ opinions on integrating video games into English language teaching. In addition, with this question, it was specifically investigated what sort of games the participants prefer to use and how they envision using these games with regard to teaching.

The analysis of the qualitative and quantitative data indicated varying opinions. First of all, the participants reached a consensus on the idea that video games could benefit language learners significantly in many ways when they are used in teaching. In other words, they hold positive views on using video games in English language teaching aligning with Can (2003), Koh et al. (2011), and Güleröğlu (2015). More precisely, most of the participants agreed that integrating video games into English language teaching is an effective way to extend learning beyond the classroom. Similar to Bedir and Müftüoğlu (2016), Franciosi (2014), İnce and Demirbilek (2013), and Rocha et al. (2018), motivation was among the most frequently mentioned benefits of video games. Besides, they believe video games promote incidental and contextual learning and lower affective filters. Moreover, video games are regarded as useful tools to practice language skills in a risk-free environment. Furthermore, the EFL instructors agreed that integrating video games could help teachers build rapport with students and gain new perspectives. These results suggest that the EFL instructors acknowledged that the integration of video games could boost academic and social skills similar to Bensiger (2012). Surprisingly, only a minority of the respondents stated that they currently use them in their teaching. This outcome might indicate that in fact most of the participants are not ignorant of the pedagogical potential of video games unlike Schrader et al. (2006), Chik (2011), and Hsu and Chiou (2019), yet they have some concerns and/or they regard themselves inadequate. Supporting the same idea, a great number of the participants in the current study expressed that a certain level of knowledge and experience in gaming is necessary to be able to integrate video

games into teaching. More specifically, some EFL instructors suggested that insufficient game literacy might hinder integrating video games into teaching.

Regarding the perceived barriers and concerns, the participants shared various opinions. Time constraints, fixed and busy curriculum, game selection, and less interest in educational games were among some barriers perceived by the participants. These results corroborate the findings of a great number of previous studies, such as Koh et al. (2011), Bedir and Müftüoğlu (2016), Rocha et al. (2018), Hsu and Chiou (2019), and Alshaya (2020). In addition, almost half of the respondents believed that integrating video games would increase their workload. This result contradicts what Bensiger (2012) found about pre-service teachers who did not believe it would increase their workload despite being time-consuming. This contrast might be due to pre-service teachers' lack of experience in teaching. In other words, teacher candidates might have not been able to foresee the possible workload as clearly as in-service teachers. Additionally, in the interview sessions the respondents also highlighted their concerns about individual needs and interests, that is, not all students would enjoy and benefit from video games equally. Also, some instructors predicted that students might merely focus on the game components and overlook the learning part. Unlike Hsu and Chiou (2019), parental and administrative restrictions were not mentioned by the participants as the current study was conducted with the EFL instructors working in higher education. Lastly, one of the most noteworthy perceived barriers was a lack of knowledge about video games similar to Bedir and Müftüoğlu (2016). A significant number of the respondents stated that they believe video games would facilitate learning, but they are uncertain about how to use them. One of the interviewees' responses requires careful attention. The participant stated that she would feel incompetent and clumsy if she used video games in class because students are "the experts" in this matter and this would lower her self-confidence, which is exactly identified by Ray and Coulter (2010) who assert that some teachers would feel "sidelined or lose control of their classes" if they used the video games. This might also signal that the instructors regard themselves as "digital immigrants" while students are "digital natives". Similarly, almost half of the instructors agreed that integrating video games into teaching would require too much technical support and guidance, which confirms the studies by Beggs et al. (2009), Bensiger (2012), and Sandford et al. (2006). However, this outcome contradicts Chik (2011) who suggests

that teachers accept that they are digital immigrants; nonetheless, they believe it would be the students who need their guidance.

Despite perceived barriers, over half of the participants expressed that they were willing to use video games in teaching in the future unlike Chik (2011). Moreover, a significant portion of the participants stated that they would like to learn more about integrating video games into their teaching, which is in line with Bedir and Müftüoğlu (2016), Can (2003), and Sandford et al. (2006).

Regarding the question relating to the game types, most of the participants in the questionnaire agreed that educational games would work better. In the interview sessions, the number of participants who supported educational games and the ones who supported any type of games, that is, Commercial off-the-shelf digital games (COTS) were equal. Alshaya (2020), on the other hand, indicates that the participant teachers believe educational games can be appropriate for learners while COTS games are not; nevertheless, the researcher is of the opinion that this result is probably due to the influence of other people around the participants, not the personal experience or concrete evidence. Even though most of the studies investigating video games in the field of graduation merely focus on educational games and the ways to implement them into teaching, it is still in question whether we need to consider only educational games for this purpose. It can be suggested that educational games are to the point, designed in accordance with the learning objectives, and are safe places for teachers, which could eliminate some of the aforementioned perceived barriers to some extent. However, as previously presented in the literature review, educational games are occasionally perceived as artificial and more importantly less motivational, which might eliminate the most prominent benefits of video games, that is, motivation and authenticity. Beggs et al. (2009), for instance, highlight that educational games need to be as sophisticated as commercial games in order to draw students' attention and engage them. In a similar vein, one of the interviewees in the current study stated that students would find educational games boring. It was suggested by Baek (2008) that commercial games that contain no educational purpose could contribute to academic achievement concerning collaboration, cooperation, and problem-solving. It can be inferred that educational games might not meet the needs of today's learners or motivate them as much as COTS games they enjoy playing in their personal lives. Therefore, it might be high time to draw our attention to commercial games as well.

The debate over educational games and commercial games extends to whether they should be used as main instructional tools or out-of-class, namely extracurricular activities. Previous research points out that teachers occasionally regard video games as rewards in the classroom (Can, 2003; Schrader et al., 2006), but not as tools for achieving the learning objectives. Can (2003) also points out that the participants support the idea of using games as complementary activities in which teachers' role is guide or helper rather than using them as main instructional tools. Likewise, Franciosi (2014) found that the greater part of the participant teachers favour the inclusion of video games as supplementary learning materials. Moreover, it is asserted that most students are aware of the real intention of teachers when they use games in classes, that is, their purpose is to teach something or make the lesson more enjoyable (Kirriemuir & McFarlane, 2004). It was also emphasised by Kirriemuir and McFarlane (2004) that teachers do not support the idea of using video games during class hours as it is not in line with the requirements of national tests. Similarly, Nunan (1991) suggests that highly proficient English learners express that their success is the result of learning activities conducted beyond the traditional classroom setting. Therefore, the relevant literature shows that integrating video games as the main instructional tools seems doubtful and not very promising.

Regarding the question about the effectiveness of using video games as extracurricular activities or main instructional tools in the current study, most of the respondents in the questionnaire were undecided while all of the interviewees ($N=10$) supported integrating video games as extracurricular activities similar to previous studies. The most frequently mentioned reasons to integrate them as extracurricular activities were limited class hours, diversity in students' interests, and lack of knowledge to be able to use them in class. Additionally, two interviewees highlighted that students might not consider games as homework and they would be more motivated to learn through them if they are used as out-of-class activities. These opinions are aligned with Sandford et al. (2006) who suggest that when students play the games they are familiar with in their own time with a sense of autonomy, they could be more motivated.

5.1.4.1. EFL instructors' views on integrating video games into teaching depending on the variable gender

İnce and Demirbilek (2013) found that male teachers have more positive views than female teachers about using games, which was not the case in the present study. The results of the current study revealed that gender had no significant impact on the participants' views related to integrating video games into teaching. It could have been assumed that the female participants in the present study would be more willing to use video games in teaching because the female participants agreed more with the item that suggests video games promote language learning, and are fun and engaging language learning tools. However, this assumption was not supported by the findings.

5.1.4.2. EFL instructors' views on integrating video games into teaching depending on the variable level of education

The findings demonstrated that the participants' perspectives on using video games in teaching were not related to their levels of education. To put it differently, the participants' opinions were not influenced by their level of education. The lack of comparable research prevented a thorough exploration of this variable.

5.1.4.3. EFL instructors' views on integrating video games into teaching depending on the variable field of graduation

The results indicated that the participants' views on integrating video games into teaching were shown to be independent of their field of study. In other words, the field of graduation did not influence the participants' opinions. The absence of a similar research study precluded the discussion of this aspect.

5.1.4.4. EFL instructors' views on integrating video games into teaching depending on the variable teaching experience

Regarding teaching experience, the analysis of the data disclosed that almost all of the respondents who have teaching experience of less than 11 years agreed with the item that integrating video games into English language teaching as supplementary/out-of-class activities may help them build rapport with their students while the agreement level was significantly lower among instructors with teaching experience over 10 years. This result also accords with earlier studies by Bensiger

(2012), who found that the younger participants, who were between 20 and 25, had more interest in implementing video games in teaching, and Koh et al. (2011), who claimed that less experienced teachers were more willing to use video games in teaching than more experienced teachers.

To sum up, the participant instructors expressed positive views and acknowledged the potential benefits of video games. Despite recognising these advantages, a minority of the instructors currently incorporate video games into their teaching due to perceived barriers such as time constraints, fixed curricula, and concerns about student engagement. More importantly, many participants highlighted the need for game literacy and technical support, expressing a lack of knowledge about video games. In addition, while some participants advocated educational games, others supported commercial games, emphasising the importance of addressing diverse student interests. Regarding the issue of integrating video games as main instructional tools or extracurricular activities, most participants preferred using them as extracurricular activities due to limited class hours and students' autonomy. Gender, level of education, and field of graduation did not significantly impact the participants' views, but teaching experience influenced their opinions. Finally, despite perceived barriers, a majority of the participants expressed willingness to use video games in the future and showed interest in learning more about using video games in English language teaching.

5.2. Conclusion

The next section includes a summary of the current study. Following that several implications stemming from the findings of the study are explained. Finally, recommendations for further studies are outlined.

5.2.1. Summary

The study aimed to explore the EFL instructors' gaming experience and habits, their perceptions of video games in general, their perceptions of video games as language learning tools, and their views on the use of video games as extracurricular English activities. To achieve this objective, a mixed-method research design was employed. Aligned with the purpose of the study and the research questions, initially, a questionnaire that consists of five sections with 48 items was partly adopted and redesigned. The questionnaire gathered information on demographic data, the

instructors' gaming experiences and habits, their perceptions of video games in general, their perceptions of video games as language learning tools, and their perspectives on integrating video games into teaching as extracurricular English activities. In addition, semi-structured interviews were developed and conducted for further insights and a comprehensive understanding. 147 EFL instructors working at schools of foreign languages at universities in Turkey completed the questionnaire, and 10 of the volunteer participants were interviewed.

The data collected through the questionnaire and the interview sessions were analysed with different approaches. For the quantitative data analysis, SPSS 23.0 was utilized. Descriptive statistics were employed to reveal percentages and frequencies. Additionally, the chi-square test was applied to investigate potential variations in the instructors' perceptions and views concerning gender, field of graduation, educational level, and teaching experience. For the qualitative data analysis, the semi-structured interview sessions, which were held in English and audio-recorded, were transcribed by the researcher and uploaded to a software, MAXQDA, for a detailed analysis. In accordance with the research questions, themes, categories, and codes were created. Then, the data were interpreted and summarised in connection with the emerging themes and codes. Upon completing both the quantitative and qualitative data analysis, the findings of the study were discussed in relation to the relevant literature.

In conclusion, the present research unveiled the following key results:

1. Regarding their gaming experience and habits, although their gaming habits vary, most EFL instructors seem to fall into the category of casual gamers, with limited current engagement but notable prior experience with video games. While they have some familiarity with video games, there is a need to enhance their game literacy to boost self-efficacy and instructional practices.

2. The EFL instructors acknowledge the positive impacts of video games despite their concerns about potential risks. The male instructors, the less experienced instructors, and the instructors who graduated from English Language Teaching programs seem to have more positive perceptions of video games in general.

3. The EFL instructors have predominantly positive perceptions of video games as language learning tools. Notably, they emphasised positive impacts on vocabulary, listening, and speaking skills while uncertainty prevailed regarding the influence on the writing skill and grammar. The graduates of English Language Teaching programs, however, demonstrated more positive views on the enhancement of the writing skill.

The female instructors and less experienced instructors exhibit more positive perceptions about the influence of video games as language learning tools.

4. Although they have generally positive views on integrating video games into language teaching, a minority of them currently incorporate them due to perceived barriers, such as lack of knowledge about games, time constraints, and fixed curricula. The less experienced teachers are more inclined towards integrating video games.

5. While preferences for education or commercial games vary, the EFL instructors favour the extracurricular use of video games.

6. Overall, the perceptions and views of the EFL instructors are not significantly influenced by the variable level of education.

7. Despite perceived obstacles, the EFL instructors express their willingness to use video games in their teaching, and they would like to learn more about it.

8. Given that the results of the study signal a requirement for a paradigm shift in language teaching methodologies and English Language Teacher Education in Turkey, several implications were presented accordingly.

5.3. Implications

Considering the findings of the present study which investigated the video game perceptions of the EFL instructors working at schools of foreign languages at universities, several implications are presented in this section. These implications mainly address professional development programs and teacher education curricula. Lastly, extracurricular video game-related activity ideas for teachers are shared.

5.3.1. Professional Development Programs

Aligned with previous research, the findings of the current study indicate that in-service EFL teachers have limited experience and knowledge about video games. Furthermore, some teachers hold deep prejudice against relatively new technologies, such as video games, and/or they have been misinformed by others or the media. Moreover, even the ones who have prior experience and positive attitudes towards games are usually hesitant as they do not know how to make use of video games in their teaching context. As teachers stay away from this profound universe of video games, they begin to feel more alienated. Consequently, a huge generational gap occurs between teachers and students, who are already integrated into this immense

virtual world. Furthermore, the teachers who are in fact willing to use video games feel incompetent and behave timidly due to certain perceived barriers or simply the lack of guidance. To bridge these gaps, well-planned professional development programs focusing specifically on in-service EFL instructors in the effective use of video games in education seem vital. Workshops, seminars, and online courses could be designed to equip instructors with the necessary skills, knowledge, and guidance.

Personal interest and an open gaming mindset encourage teachers to use games in teaching (Koh et al., 2011). Therefore, in the scope of professional development programs, raising awareness and familiarising teachers with video games and gaming culture is of paramount importance (Baek, 2008). It should be noted that the key point here is not to create successful game players or game experts but game-literate instructors who can speak “the same language” as their students. For this purpose, initially, myths and misinterpretations about video games need to be dispelled. For instance, the classic definition and negative connotation of the term “gamer” need to be reformed. Gamer Segmentation (Newzoo, 2021b), for example, suggests a detailed and well-defined list of gamer personae that could apply to both learners and teachers themselves. Introducing instructors to this segmentation could be a kick-start to broaden their perspectives on the diversity of learner and gamer types. In addition, EFL instructors need to be encouraged to engage in various game types including both educational and popular commercial games. More importantly, interactive platforms intertwined with gaming, where the gaming culture emerged, such as online forums, streaming websites, and gaming communities require careful attention from educators. In light of this, teachers may recognise the significance of these platforms as potential supplementary learning environments, informal language acquisition, and learner autonomy. The findings of the current study demonstrated that many EFL instructors widely and comfortably recommend reading books, watching films/TV series, or listening to music in English to extend learning beyond the classroom. However, video games do not seem to find a solid place on teachers’ recommendation lists. In this sense, in-service teacher training programs could encourage teachers to broaden their horizons and recognise video games as legitimate tools for language learning.

Familiarising teachers with these components of gaming could provide valuable insights for teachers to connect with students as well. Zagal (2010) asserts that students constantly question teachers’ experience and knowledge about video games. Confirming the results of the current study, being a game-literate teacher or

simply mentioning video games positively in the classroom environment might contribute to building rapport with students and motivating them, especially in higher education.

In brief, implementing professional development programs is crucial to enhance EFL instructors' game literacy. Therefore, we can help bridge the gap between their recognition of the benefits of video games and their confidence in integrating them into teaching as well as the generational gap between teachers and learners. The growing familiarity with games might inspire EFL instructors to tailor language learning activities accordingly and foster a more engaging and immersive educational experience for students.

5.3.2. English language teacher education programs

The research on the perceptions of pre-service teachers reveals more promising results, that is, pre-service teachers hold more positive and innovative perspectives towards using video games in teaching. However, the teacher training programs in Turkey, on the other hand, seem insufficient to equip teacher candidates with adequate theoretical or practical information about integrating video games either in-class or extracurricular activities. Concerning the barriers to integrating video games into teaching, the findings of the study and the previous studies demonstrate that in-service teachers lack certain new-age skills. As Carstens and Beck (2005) emphasised, the curricula of teacher education programs need to be redesigned concerning the needs and characteristics of the “gamer generation”. Moreover, the role of EFL teachers has been shifting from traditional transmitters of knowledge to guides, facilitators, and supervisors. Therefore, a need for adjustments in teacher education arises. In order to address these roles effectively, it is essential to include courses related to game-based learning, video game literacy, and exploiting video games as in-class or extracurricular tools to equip prospective teachers with specific skills and strategies. Consequently, we can foster prospective teachers' willingness to incorporate video games in their future teaching.

5.3.3. Video games as extracurricular activities

To begin with, it should be noted that the integration of video games into English language teaching is not intended to replace formal education in the current

study. On the contrary, it is suggested to benefit from them as extracurricular, that is, out-of-class activities supporting the classroom teaching aligned with the findings. The literature also shows that the most promising results are obtained when formal education is combined with video game integration (Lai et al., 2012). Furthermore, acknowledging the perceived barriers such as time constraints and fixed curriculum in the current study, using video games as extracurricular activities could be a more strategic approach to optimise learning outcomes in the context of higher education. It was highlighted by Svensson (2018) that the number of studies dealing with extracurricular English and video games is very limited. Therefore, for enthusiastic and willing EFL instructors who do not know where to start, the following implementation ideas might be a starting point:

Language Learning Gaming Clubs: Similar to speaking clubs, learners who are interested in gaming and language learning can share their language-learning experiences, discuss strategies, and explore new ways of improving their language skills through video games.

Interactive Game Debates: Encouraging critical thinking, game-related debates, and discussions can be organised with students. The discussion topics could be related to specific video games or gaming in general.

Language Exchange Clubs: For an authentic language immersion experience, language exchange groups can be created on popular game-related platforms. Students can communicate with proficient speakers of English who share similar interests around the world.

Reflective Gaming Journals or Vlogs: Students can be encouraged to keep journals or record Vlogs about their language learning journey within games. They could share their insights, challenges, or achievements.

Game-based Creative Writing or Storytelling: Creative writing or storytelling assignments can be created for students. They could use in-game experiences, characters, or settings as inspiration.

Game-based Language Challenges: Several language-related challenges could be given to students who play video games. The students can achieve certain missions, solve puzzles, or achieve some objectives in the games using the target language.

Language Learning Achievement Badges: For language-related achievements in video games, some badges or rewards can be given to students. A rewarding system could place more emphasis on the learning aspect during gameplay.

5.4. Suggestions for Further Studies

This part includes several suggestions for further research based on the findings of the present study. Firstly, the present study focused merely on the EFL instructors who work in higher education. A further study that can be conducted in different levels of education and contexts could provide a more comprehensive understanding of teachers' perceptions of video games. In addition, conducting longitudinal and experimental studies investigating the influence of video games on specific language skills might contribute greatly to the literature. Also, the perceived barriers and challenges to implementing video games in language teaching could be explored in detail. Lastly, further research could investigate the perceptions of preparatory school students regarding language learning through video games.

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APPENDICES

Appendix I: Consent Forms for the Questionnaire and the Interview

Dear Participant,

You are invited to participate in a survey as part of an MA thesis conducted at Erciyes University. The purpose of this survey is to investigate EFL instructors' gaming experiences, general perceptions of playing video games, perceptions of video games as language learning tools, and opinions on integrating video games into English language teaching as supplementary/out-of-class activities.

This survey consists of five sections and will take approximately 10 minutes to complete.

Your participation is completely voluntary. At any time during the survey, you may refuse to provide information or discontinue your participation without giving a reason and with no negative consequences.

Filling in this questionnaire will ensure that you agree to participate in this study. Your responses will only be used for this research and be kept confidential.

Thank you for your contribution.

If you have concerns or questions about the study, please contact the researcher:

Contact Information
Çağla USTA

Dear Participant,

You are invited to participate in an interview as part of an MA thesis study conducted at Erciyes University. The purpose of this interview is to investigate EFL instructors' gaming experiences, general perceptions of playing video games, perceptions of video games as language learning tools, and opinions on integrating video games into English language teaching as supplementary/out-of-class activities.

This interview consists of six questions with several follow-up questions.

Your participation is completely voluntary. At any time during the interview, you may refuse to provide information or discontinue your participation without giving a reason and with no negative consequences.

The interview will last no more than 60 minutes and with permission, we will audio record the interview. Your responses will only be used for this research and be kept confidential. Taking part in this interview will ensure that you agree to participate in this study.

Thank you for your contribution.

If you have concerns or questions about the study, please contact the researcher:

Contact Information

Çağla USTA

Appendix II: The Questionnaire

SECTION I

Demographics (Background Information)

1. Gender: ☐ Female ☐ Male 2. Please select your age group: ☐ 21-30 ☐ 31-39 ☐ 40-49 ☐ 50-59 ☐ Over 60 3. Please select your institution ☐ a private university ☐ a state university 4. Please select the department that you graduated from: ☐ English Language Teaching ☐ English Language and Literature ☐ American Culture and Literature ☐ Translation and Interpretation ☐ Other (Please specify): _____	5. What is the highest degree or level of school you have completed? ☐ Bachelor's degree (BA) ☐ Master's degree (MA) ☐ Doctorate degree (Ph.D.) 6. Are you currently enrolled in a degree program? Yes (please specify below): ☐ Bachelor's degree (BA) ☐ Master's degree (MA) ☐ Doctorate degree (Ph.D.) ☐ No 7. Please select your years of experience in teaching English: ☐ 0-5 years ☐ 6-10 years ☐ 11-15 years ☐ 16- 20 years ☐ More than 20 years
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SECTION II

Gaming experience

The purpose of this section is to explore your experience in playing video games.

Please read the definition of video games below and answer the following questions

Definition of Video Games:

Throughout this survey, the term “video games” refers to all types of digital games played on electronic devices such as computers, gaming consoles, tablets, or mobile phones.

1. How often do you play video games?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Every day

2. When did you first start playing video games?

- ☐ I did not play video games at all.
- ☐ Younger than 5 years old
- ☐ Between 5-10 years old
- ☐ Between 11-16 years old
- ☐ Between 17-22 years old
- ☐ Older than 22 years old

3. How long have you played/have you been playing video games?

- ☐ I do not play video games.
- ☐ 0-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ over 15 years

4. How many hours per week do you spend playing video games?

- ☐ None
- ☐ 0-5 hours
- ☐ 6-10 hours
- ☐ 11-15 hours
- ☐ over 15 hours

5. Types of video game platforms that you often use:

You can choose more than one.

- ☐ I do not play video games.
- ☐ Gaming consoles (e.g. PlayStation, Wii, Xbox)
- ☐ Computer (Desktop, laptop, web-based platforms)
- ☐ Mobile devices (e.g. Mobile phone, smartphone, PSP, tablet)
- ☐ Game Arcade Centre
- ☐ Other(s): _____

6. Types of video games that you often play: <i>You can choose <u>more than one</u>.</i> ☐ I do not play video games. ☐ Action Games ☐ Sport Games ☐ Puzzle Games ☐ Shooter Games ☐ Simulation Games ☐ Strategy Games ☐ Social Games ☐ Adventure Games ☐ Role Play Games ☐ Other(s): _____	7. Reasons why you play video games: <i>You can choose <u>more than one</u>.</i> ☐ I do not play video games. ☐ To have fun ☐ To socialize ☐ To make money ☐ To kill time ☐ To stay away from the real world ☐ To enhance some skills and abilities ☐ Other(s): _____
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SECTION III

Perceptions of video games

This section aims to examine your perceptions of video games in general. For each one, please indicate whether you strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5) with it. Put a check mark (✓) on the column that most closely reflects your idea.

Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Playing video games is an important leisure time activity.					
2. Playing video games helps people develop some useful knowledge and skills.					
3. Playing video games stimulates curiosity to learn something new.					
4. Playing video games is appropriate for all ages.					
5. Video games help people to socialize when they are played with a group (friends, family, etc.)					
6. Playing video games is a waste of time.					
7. Playing violent video games affects people negatively.					
8. Playing video games leads to addiction.					
9. Playing video games is only appropriate for children.					
10. Playing video games takes too much time.					
11. Playing video games affects people's social life negatively.					

SECTION IV

Perceptions of video games as language learning tools

The purpose of this section is to investigate your perceptions of video games as language learning tools. For each one, please indicate whether you strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5) with it. Put a check mark (✓) on the column that most closely reflects your idea.

Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. Video games promote learning English.					
2. Video games are fun, hands-on, and engaging learning tools for English language learners.					
3. Video games increase motivation to learn English.					
4. While playing video games, learners are exposed to authentic language abundantly.					
5. Video games help learners to develop autonomy for learning English.					
6. Video games offer opportunities for personalised language learning.					
7. Video games promote interaction in the target language and collaborative learning.					
8. Playing video games enhances the reading competence of English language learners.					
9. Playing video games enhances the writing competence of English language learners.					
10. Playing video games enhances the speaking competence of English language learners.					
11. Playing video games enhances the listening competence of English language learners.					
12. Playing video games enhances the vocabulary knowledge of English language learners.					
13. Playing video games enhances the grammar knowledge of English language learners.					

SECTION V

Opinions on integrating video games in ELT

The purpose of this section is to explore your opinions on integrating video games in English language teaching as supplementary materials in higher education. For each one, please indicate whether you strongly disagree (1), disagree (2), neutral (3), agree (4), or strongly agree (5) with it. Put a check mark (✓) on the column that most closely reflects your idea.

Integrating video games into English language teaching as supplementary/out-of-class activities...	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. is an effective way to extend learning beyond the classroom.					
2. may help me build rapport with my students.					
3. would require some knowledge and experience in gaming.					
4. would <u>not</u> be as effective as using video games in class as the main instructional tools.					
5. would be effective <u>only</u> with educational video games, which are designed for educational purposes.					
6. would increase my workload.					
7. would require too much technical support and guidance.					
8. is a practice that I use in my own teaching.					
9. is a practice that I would like to use in the future.					
10. is a practice that I would like to learn more about.					

Appendix III: The Interview

INTERVIEW QUESTIONS

Definition of Video Games:

Throughout this interview, the term “**video games**” refers to all types of digital games played on a technological device including computers, gaming consoles, tablets, and mobile phones.

1. How often do you play video games?
 - When did you start playing video games?
 - How long have you played/have you been playing video games?
 - What kind of games do you play? Can you name some of them?
 - Why do you play video games?
2. Some people believe that video games have a positive impact on players while others think video games have a negative impact. Which part would you agree with? Why?
3. Do you think video games enhance language learning?
 - If yes, in what ways?
 - If not, what are your concerns?
 - Have you ever met someone (a student or someone you know) who told you that they have improved their English language skills thanks to video games? What are your opinions on it?
4. Do you use video games in any parts of your teaching? How?
5. What advice do you usually give to your students to improve their English language skills out of class?
 - Would you suggest playing video games? Why or Why not?
6. What do you think of integrating video games into English language teaching as supplementary/out-of-class materials?
 - What benefits might they offer you as an instructor?
 - What challenges or barriers do you foresee?
 - Would it be better if they were used as main instructional tools in class? Why or Why not?
 - Do you think all kinds of video games would be useful or some specific ones such as educational games? Why?
 - Would you like to learn more about using video games as supplementary/out-of-class activities?

Appendix IV: Interview Transcript Sample

	4 INTERVIEWER: How often do you play video games?
Frequency of play  ..hardly ever	5 PARTICIPANT: To be honest, I hardly ever play video games. I can say I don't play at all.
	6 INT: When did you start playing video games?
On set of gaming  ..Around 10	7 PAR: I guess I started when I was nine or ten.
	8 INT: How long have you played/have you been playing video games?
..More than 20 years  Duration of gaming	9 PAR: Occasionally since then.
	10 INT: What kind of games do you play? Can you name some of them?
..mobile  Preferred Game Types: ..puzzles	11 PAR: As I said before I hardly ever play video games and when I do I only play mobile games like puzzles.
	12 INT: Why do you play video games?
 Motivation for Gaming ..to have fun	13 PAR: Just to pass time and have some fun.
	14 INT: Some people believe that video games have a positive impact on players while others think video games have a negative impact. Which part would you agree with? Why?
..positive  ..Entertain and relax  Impact of video games ..negative	15 PAR: I think, I am in between. It certainly entertains people and it is a positive impact but I believe there could be negative ones as well. It depends on the game.
	16 INT: Do you think video games enhance language learning? If yes, in what ways?
..Listening  ..Speaking  ..Enhances speaking and listening ski	17 PAR: If the video game is played in the target language, of course it improves language learning. It can improve listening and speaking skills I guess.
	18 INT: Have you ever met someone (a student or someone you know) who told you that they have improved their English language skills thanks to video games? What are your opinions on it?
	19 PAR: Yes, I had and I have these kinds of students. I just tell them keep what you are doing because it is a great opportunity I guess; learning a language while having fun.
	20 INT: Do you use video games in any parts of your teaching? How?
..I don't use them 	21 PAR: No, I don't.
	22 INT: What advice do you usually give to your students to improve their English language skills out of class?
..Watching films and TV series  ..Reading in English 	23 PAR: I tell them to watch TV series, movies, and read as much as possible, and I just tell them play

„Playing video games 🎮
„Listening to music or podcasts

video games if they like, and listen to music.

24 INT: Would you suggest playing video games? Why or Why not?

25 PAR: Yes because I think it improves language learning their listening and speaking skills especially.

26 INT: What do you think of integrating video games into English language teaching as supplementary/out-of-class materials?

„Positive yet cautious 🗨️

27 PAR: Actually, I am not sure how it can be integrated. I don't know much about video games inclusion in EFL classes, but it can be beneficial.

28 INT: What benefits might they offer you as an instructor?

„Foreseen benefits 🎮
„exposure to English

29 PAR: It can offer a chance for students to be exposed to language input and that's great.

30 INT: What challenges or barriers do you foresee?

31 PAR: As I said before I don't know much about the process, so I can't foresee any difficulties for now.

32 INT: Would it be better if they were used as main instructional tools in class? Why or Why not?

„as extracurricular activities 🗨️

33 PAR: No I don't think so, because we have already a very busy schedule. I don't think we have time for this, to play games in class.

34 INT: Do you think all kinds of video games would be useful or some specific ones such as educational games? Why?

„through educational games 🎮

35 PAR: I would prefer educational games if it is going to be a part of the curriculum. But for students, they can play whatever they want in their own time. If it is in English, it would be useful.

36 INT: Would you like to learn more about using video games as supplementary/out-of-class activities?

„Interest in learning more 🗨️

37 PAR: Yes of course. As I said before I don't know much about it, so I would like to learn more.

Appendix V: Ethical Committee Permission

BAŞVURU NO: 168

ERCIYES ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU PROJE ONAY FORMU

Projenin Adı	"EFL Teachers' Perceptions of Video Games as Language Learning Tools"	
Projenin Niteliği	Yüksek Lisans/Uzmanlık/Doktora Tezi	
Proje Araştırmacıları	Çağla USTA Dr. Öğretim Üyesi Ahmet ŞAHAN	(Sorumlu Araştırmacı) (Danışman)
Sorumlu Araştırmacının Haberleşme Bilgileri	Çağla USTA Dr. Öğretim Üyesi Ahmet ŞAHAN	(Sorumlu Araştırmacı) (Danışman)

KARAR:

Etik Kurulumuza başvuran *Çağla USTA'nın, "EFL Teachers' Perceptions of Video Games as Language Learning Tools"* adlı çalışması değerlendirilerek aşağıdaki sonuca ulaşılmıştır.

- Proje etik açıdan uygun bulunmuştur. ☒
- Projenin etik açıdan geliştirilmesi gerekmektedir. ☐
- Proje etik açıdan uygun bulunmamıştır. ☐

26/04/2022

ADI SOYADI

İMZA

Etik Kurul Başkanı		
Etik Kurul Başkan Yrd.		
Üye		
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ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı:	Çağla USTA
Uyruğu:	Türk

EĞİTİM

Derece	Kurum	Mezuniyet Tarihi
Yüksek Lisans	Erciyes Üniversitesi	
Lisans	Orta Doğu Teknik Üniversitesi	2016
Lise	Manisa Anadolu Öğretmen Lisesi	2011

İŞ DENEYİMLERİ

Yıl	Kurum	Görev
2016-Halen	Erciyes Üniversitesi	Öğretim Görevlisi

YABANCI DİL

İngilizce (98,75)