

The Effectiveness of Using Interactive Technology and Video Games on Developing English as a Foreign Language among Saudi Students in Qassim Region

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Abstract

Globalization and technical evolution eased the communication with different peoples from all around the world yet, language is still a barrier that should be overcome by continuous and effective learning. Technology is a powerful tool for learners who want to either start learning a new language or develop and strengthen their foreign languages. Saudi Arabia is an Arab country, and their native tongue language is Arabic yet, its economic is mainly dependent on dealing with foreigners speaking -mainly- English, this study was carried to assist the effectiveness of interactive technology and video games on developing English as a foreign language among Saudi students in Qassim region. The study concluded a number of results, the most important of which was the presence of a statistically significant effect at the level of the function ($\alpha \leq 0.05$) of the Effectiveness of Using Interactive Technology and Video Games on Developing English as a Foreign Language among Saudi Students in Qassim Region. The study also came out with a number of recommendations, the most important of which were: the necessity of paying attention to studying the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.

Keywords: Interactive Technology, Video Games, Developing English, Qassim, Saudi

Introduction

Our age is characterized by the era of advanced technology and scientific achievement, this progress has pushed specialists and researchers in the search for new ideas to take advantage of the technologies of this era in order to achieve specific goals, especially in learning English

as a second language.

The world is now witnessing a huge revolution in technology and broad scientific progress, so that competition between countries has become based mainly on scientific and technological capabilities and capabilities; So it was necessary to join forces and wake up scientific activity and thought in the battle of scientific progress; So that you can keep up with that massive technological revolution (Ismail, 2013).

The real benefit of technology in the educational field is the paraphrasing and orientation of the teacher's thought; In order for him to build a learner able to self-search, creativity, innovation and free debate, and to form a productive personality based on the method of organized and logical thinking, and able to solve problems and find solutions (Zhang, 2006), just as technology is not a goal itself, but rather a tool and a means to quickly reach the real goal of Education development, which is the development of thought, persuasion and understanding and linking it to scientific application and the formation of the scientific personality through technological learning, and some believe that educational technology is a method of thinking that deals with education and learning, and it is a method characterized by flexibility and permanent movement and is concerned with the process of developing the curriculum, a field that facilitates the education of individuals from through careful and organized identification, development and organization of all available education resources, education technology is one of multiple meanings. It means everything from using a device to a good assessment of the lesson, and a systematic analysis of the elements of the educational process (Ismail, 2013).

Educational methods have existed since ancient times, but human being used them without programming, and they were the result of the moment and the situation, then they evolved with the development of man. The need for educational methods in the field of education emerged from ancient times, as educators realized the need of teacher and learner for educational methods to succeed in the learning process (El-Sayed, 2000).

Teaching methods and behaviors are considered an important part of the class, whether in his learning of foreign languages or in modifying his perception and perception of the student about it if it is related to wrong and negative perceptions that constitute an impediment that is difficult to overcome as it does not depend on informative methods that bring the content of foreign language programs closer to the minds of students and make it within their reach, video games affect the second language of the video gamer, the methods and methods they use to acquire language through video games as well as whether they are natural or not, many teachers who are unable to achieve success in teaching are teachers who are unable to stimulate the motivation of learners to carry out the activities necessary for learning. The most successful teachers are those who know how to excite students 'interest in learning. As well as what has been mentioned above prompts us to ask the following questions: What is the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students?

This main question is subdivided into the following sub-questions:

1. How is the interactive technology and video games used to teach Saudi students English as a foreign language in Qassim Region?
2. To what extent does the interactive technology and video games enhance developing English as a foreign language for Saudi students in Qassim Region?
3. What are the challenges encountered by teachers and learners in using the interactive technology and video games?
4. What features or designs of the game will motivate Saudi students to learn more English language?

Significance of Research

This research contributes to the fields of Teaching English as a Foreign Language (TEFL) and teaching students by presenting the views of Saudi students studying English as a foreign language in the English program through the use of interactive technology and video games.

Teachers and curriculum designers may find this research useful to improve curriculum design and classroom methodology related to language learners' strategies used by students of English as a foreign language, and they may be familiar with the preferred learning strategies used by these Saudi students that have the potential to enable learners to become more independent and aware with their educational behaviors.

Literature Review

Importance of EFL Education in Saudi Arabia

English in Saudi Arabia is not a "neutral" language. It is loaded with economic, religious, social and political ideas and is the subject of heated debate. While the impact of globalization and modernization of policies adopted in Saudi Arabia has led to an increase in the use of English in the country.

One of the reasons why English is so important in Saudi Arabia's education system is its perceived economic value. Saudi Arabia relies heavily on a large number of foreign companies that contribute decisively to the country's economic development. Approximately 90 per cent of workers in vital institutions such as shopping centers, restaurants and hospitals were expatriates, with only 10 per cent of workers being Arab nationals who were fluent in English (Al-Braik, 2007). At the time, one of the main objectives of teaching English as a foreign language in Saudi Arabia was to produce students who could communicate English satisfactorily with these expatriates. In the 1990s, it became more necessary for Saudi nationals to be proficient in communicating in English so that they could occupy positions in the service industry as well as positions in basic industries (Looney, 2004). This socially driven economic demand has pushed the demand for better English language instruction (Elyas., 2014).

Use of Technology in English Language Class

Technology is a powerful tool for learners. Learners must use technology as an important part

of their learning process. Teachers must develop a model for using technology to support the curriculum so that learners can increase the true use of technology in learning their language skills (Costley, 2014).

In a study carried in Pakistan, results showed that using new phrases learnt from various sources namely; video games, TV programs, newspapers, books and magazines, in daily conversations strengthen your foreign language and chances to retain this vocabulary knowledge are higher (Rashid, 2014).

Bennett et al (2000) emphasized that the use of computer technology improves teacher education and learners' learning in the classroom. The use of computer technology helps teachers meet the educational needs of learners (Bennett, 2000). According to Susikaran, fundamental changes have occurred in the classes along with teaching methods because the method of teaching chalk and speech is not sufficient to teach English effectively (Susikaran, 2013). The application of technology has significantly changed the methods of teaching English. The use of printing, film and the Internet gives learners the opportunity to collect information and provides them with various materials for analyzing and interpreting both language and contexts (Patel, 2013).

In her study at a Taiwanese high school, Huang (2009) concluded that teachers using new interactive techniques in their classrooms showed better development on the professional scale than those still using traditional ones, as interactive technical methods provide variable opportunities fulfilling emerging teaching styles needs (Huang, 2009).

Pourhosein Gilakjani (2014) emphasized that the use of technology can create a learner-centered learning environment rather than a teacher who in turn creates positive changes (Pourhossein Gilakjani, 2014). They assert that with computer technology, the English language class becomes an active place full of meaningful assignments where learners are responsible for their own learning. Drayton et al (2010) argued that the use of computer technology points to a true learning experience that enhances learners' responsibilities

(Drayton, 2010). Technology encourages learners to learn individually and acquire responsible behaviors. When learners learn with technology, it helps them develop their higher-order thinking skills. It can be concluded that the true mix of multimedia and teaching methodology is very important to attract the attention of learners towards learning English (Ahmadi, 2017).

Video Games & Language Learning from an Empirical View

It is undeniable video games have become an integral part of student activities in most schools, and that they have become their virtual world as they find themselves assuming the roles of different identities and learning different skills (Shaffer, 2005). The people who play these games actually participate in a painstaking process to solve puzzles, defeat enemies, reach new levels and reach the end of the game. It is a challenge between the player and the game itself. Shaffer et al claims that learning by doing in an entertaining way is more effective than just obtaining facts without practicing them, and that video games actually involve the player in practicing certain skills in order to reach new heights in the game while the player has fun at its height. In a semi-ethnographic study conducted by Steinkuehler (2010) on a young adult student known by his internet nickname "Julio", he found that the knowledge of Julio's digital reading gained from video games, and online gaming-dependent websites was as high as advanced reading texts, Julio tends to lose interest and score lower on traditional advanced reading exams, because he is not involved in the computer game (Steinkuehler, 2010). Thorne, Black, and Sykes (2014) assume that learning a second language at school is limited to the settings of the school itself (Thorne, 2014), which limits the widespread use of the language, and that online games with their online communities provide a greater opportunity to learn and acquire second language practice (Al- jifri, 2017).

The literature distinguishes between computer game terms, video games, and mobile games. According to Mitchell and Savill-Smith (2004), "video games require only gaming consoles to use" such as PlayStation and Xbox, "while computer games can be played on a

variety of desktop computer platforms". Regarding mobile phone games, this term includes any type of games played using mobile phone / mobile phone or tablet technologies (Zhou, 2013). This study does not differentiate between the devices that provide games, but focuses on the impact of these games on learning English as a foreign language (Hsiao, 2016). Therefore, a generic term "digital games" that includes computer and video games and mobile phone games were chosen for this study. Digital games are defined as games involving the use of virtual and digital technology to play, as opposed to the use of physical objects and activities (Connolly, 2012). Additionally, digital games are generally characterized as "user-centered; they can foster challenges, collaborate, participate and develop problem-solving strategies" (So, 2018). Hence, to achieve the purpose of this research and to ensure no related games or game platforms are not excluded, the term "video games" was used because it is considered the most appropriate for this research (Alamr, 2019).

Numerous researches have been done to examine the effect of video games and their scientific exploration on language learning. According to Chik (2014) after researching the effects of commercial video games and their online communities on a sample of students in the English language using various data tools from stimulating recall to individual interview sessions, the research findings concluded that video games enhance learner independence and provide The learner in various ways to practice the second language inside and outside the video game (Chik, 2014). Reinders and Wattana (2014) emphasized that while 30 Thai students interviewed and given them a pre-game questionnaire, they initially showed a lack of desire to communicate and a poor language, they largely overcame these limits after playing an online video game that enabled them From establishing text and oral communications with other players as shown in the post-game questionnaire and interviews (Reinders, 2014).

Despite the fact that the majority of these experimental studies crystallize the impact of video games, especially modern Internet-based ones, on second language learning, a study written and conducted by deHaan, Reed and Kuwada (2010) and noted that video players tend

to be distracted from learning Vocabulary while playing a music video game. It turns out that the individuals who continued to watch the game actually managed to get more new words unlike the players, who were under a potential cognitive burden (deHaan, 2010) while playing the game (Al- jifri, 2017).

Purpose of Using Games

Interactive technology and video games are often used in learning environments to develop patterns of interaction and thinking with educational content through active interactions with materials rather than passive learning in which information is deposited in the learner's mind. The diversity of tools available can be leveraged through the online learning environment, of which games are an example, in a way that motivates the learner not only to interact with materials, but also to keep them more effectively (Greenblat, 1973).

The ESL environment is an ideal environment for checking the effectiveness of games that may be a driver of learning. Fluency in English is the key to success in any academic programs, and therefore English as a second language intervention must focus on the challenges that are often blamed for poor academic performance: writing, exam questions, follow-up lectures, and identifying and understanding relevant sources (Marshall, 2013). Computer games are self-learning tools and therefore, learners need a basic understanding of the English language in order to understand the instructions, but once this is achieved and the game progresses, language learners will begin to understand the vocabulary while playing the game. The cheerful nature of video games may increase the incentive to play the game and increase vocabulary acquisition (Abu Bakar, 2013) for example; computer satire games have proven to help students overcome low performance in spelling tests. In research conducted on elementary ESL students, the results indicated that the experimental group referred to the spelling game spent more time preparing for the spelling test than the control group (Randel, 1992).

Advantages of Using Games

Current research reveals that the traditional way of learning English as a foreign language among Saudi students in ESL programs, which often consist of displaying word lists for memorization, is not very effective in developing student vocabulary. In a study of Ninth Grade (EFL) English as a Second Language and English as Foreign Language students, students were randomly selected for some vocabulary games, including twenty questions, passwords, and crossword puzzles. While some of these games were games in their class, others were computer dependent. The games used to teach foreign language learners offer the English language a safe learning platform that addresses shy issues, allowing learners to practice a language in a gaming environment. Students with special sensitivity may find it frustrating to practice their language in the classroom. Fear of failure may lead some students to refrain from using their oral language, while students with stronger language skills may have a monopoly over classroom discussion. When teachers use games in the classroom, all students will be given an opportunity to practice in a safe learning environment, free of ridicule or judgment from other students (ALSHAWI, 2016).

Research indicates that for English language learners to fully understand the text, they must be able to have a high knowledge of vocabulary. In order for the same learners to understand spoken communication, they must have a similarly high percentage of vocabulary accuracy. However, academic instruction assumes the assumption that language will be learned by chance, through exposure to large amounts of reading material and vocabulary lists. This may be the case for relatively high frequency words (words that are often encountered in language), but this is not often the case with words with low frequency. Research does not support the conclusion that these traditional methods of language teaching increase vocabulary retention (Loucky, 2010).

Numerous studies have revealed that student achievement has been closely related to motivation, and that highly interactive game-based learning design has led to greater

motivation (and hence achievement), compared to the traditional educational model (Cheng and Su, 2013). There are many computer-aided language learning programs and sites (CALL) available on the Internet, making it difficult to choose which one is most useful for developing an online learning program for language learners. CALL programs are increasingly used to complement traditional language programs. However, the problem is assessing the resources available to determine which are more integrated and aware of the language program at the school (ALSHAWI, 2016).

Loucky, in her comprehensive study of CALL resources, developed a framework for teachers and school systems to evaluate these resources online to see which is better for ESL programs (2010). Baltra decided that one of the most desirable educational design elements in a computer-based language acquisition game was sufficient practice in a safe environment, which allowed students to use vocabulary even if the language had grammatical errors (1990). Other studies have shown that students learn more effectively when they are able to use context to discover new words in the visual environment within the game and when students are able to learn new vocabulary from each other when the game involves team play or group interaction (Baltra, 1990). These educational design elements give students an opportunity to practice language skills and communicate with other students inside and outside the classroom (García-Carbonell, 2001).

Goodwin discovered that language acquisition games that include opportunities to combine different communication skills, such as reading, writing, listening and speaking, were more effective in encouraging and stimulating retention of learning (ALSHAWI, 2016).

Disadvantages of Using Games

Some teachers generally find unfamiliar to use different educational techniques, that using games cuts student attention and wastes valuable time in the classroom. Some weaknesses in classroom simulation use are that simulation requires a long learning experience that does not

easily fit into a shorter study period, requires the teacher to have experience in how to use simulation. Some roles in the game require the student to speak more and some roles in the game require students to speak less, so the student who speaks less will not benefit from the simulation because they will not practice the language (Jung, 2002).

Some teachers believe that using a classroom game as a method of learning will not give positive results, so they rely on the traditional method of using a textbook as an educational method to teach students English. The use of games and other online learning tools is growing rapidly, but there are challenges to measuring the effectiveness of transferring skills from the in-game virtual world created to the real world. One of the main obstacles is that gaming companies are not necessarily skilled in applying educational gaming theory. As such, they prefer entertainment value (which will eventually translate into sales) over educational content, while companies that specialize in educational content may underestimate entertainment value (Qian, 2014).

Methodology

This is a quantitative descriptive research paper, and the methods are based on previously used data collection - tools from other relevant papers. The research will rely on a major tool for data collection, which is the use of the questionnaire. Post thorough investigation of literature, Questionnaire was developed from previous related literature article's questionnaire by the researcher and validated using Cronbach's alpha test. The questionnaire will be used to highlight the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students in Qassim Region, as well as the methods and ways used by participants in second language acquisition while playing a video game. Data will be collected through this tool using smart social networking applications. It was wise to make use of the whatsapp mobile app and smart tablets to collect the necessary information about video games and second language acquisition.

- **Statistical Analysis**

1. Demographic Characteristics

In this paragraph, the researcher discussed the demographic characteristics of the study results analysis through a detailed description of the characteristics of the study sample:

- Gender:

The following table shows the distribution of community members by gender:

Table 1: Distribution of respondents by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	120	54.5	54.5	54.5
Female	100	45.5	45.5	100.0
Total	220	100.0	100.0	

It was found from the above table that the numbers of males reached (120) at a rate of (54.5), and the numbers of females reached (45.5) by the number of (100), and it appears here that the numbers of males exceeded the numbers of females due to the nature of the society in which the researcher by choosing.

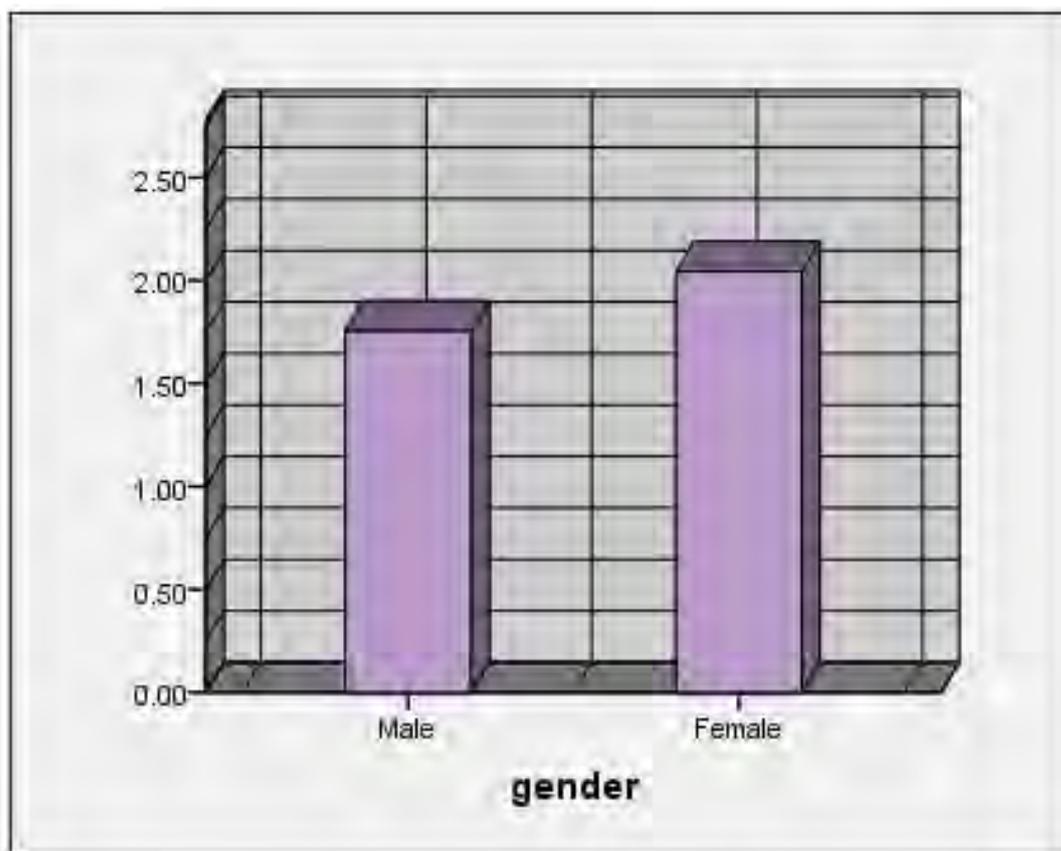


Figure 1: Distribution of the sample population according to the demographic variable (gender).

- Do you play video game?:

The following table shows the distribution of community members by do you play video game?:

Table 2: Distribution of respondents by Do you play video game?

Do you play video game?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	209	95.0	95.0	95.0
No	11	5.0	5.0	100.0
Total	220	100.0	100.0	

It appears from the above table that those who answered the question "do you play video game?", With the answer (Yes), their numbers were (209) and their ratio was (95.0). As for those who answered the answer, "No", their numbers were (11), and their rate was (5.0).

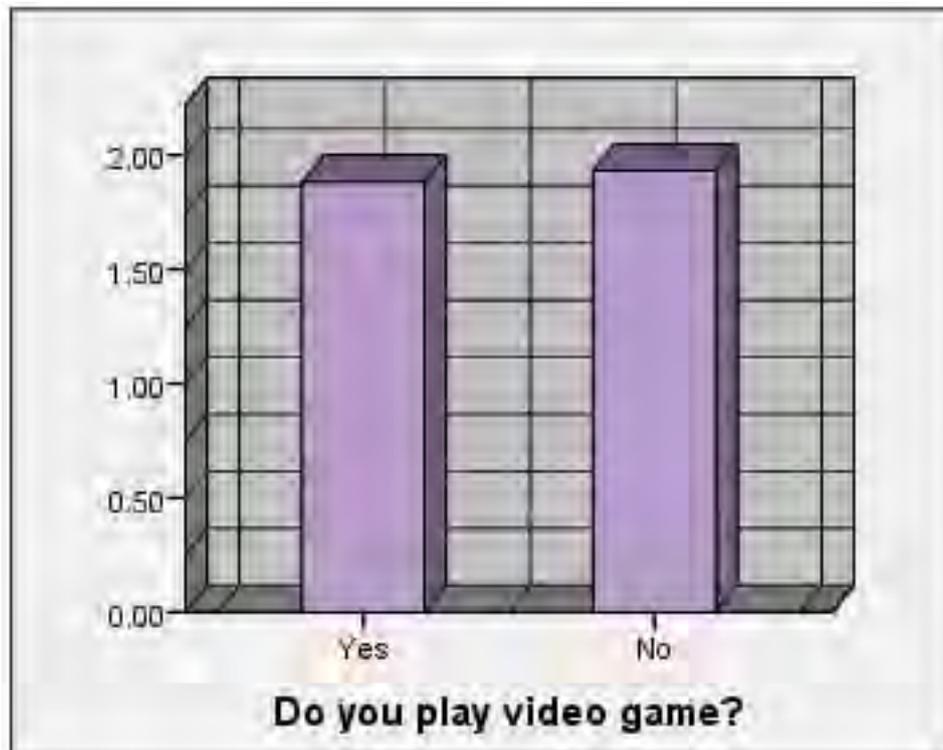


Figure 2: Distribution of the sample population according to the demographic variable (Do you play video game?).

- How many times per week you play the video game?:

The following table shows the distribution of community members by How many times per week you play the video game?:

Table 3: Distribution of respondents by How many times per week you play the video game?

How many times per week you play the video game?	Frequency	Percent	Valid Percent	Cumulative Percent
1- 5 minutes	5	2.3	2.3	2.3
5 - 10 minutes	12	5.5	5.5	7.7
More than 10 minutes	203	92.3	92.3	100.0
Total	220	100.0	100.0	

It was found from the above table that the largest number of people playing more than 10 minutes was (203) in the rate of (92.3), and the number of people playing from 5-10 minutes was (12) and the ratio was (5.5), while the lowest number was playing. "1- 5 minutes" (5) individuals and their percentage were (2.3).

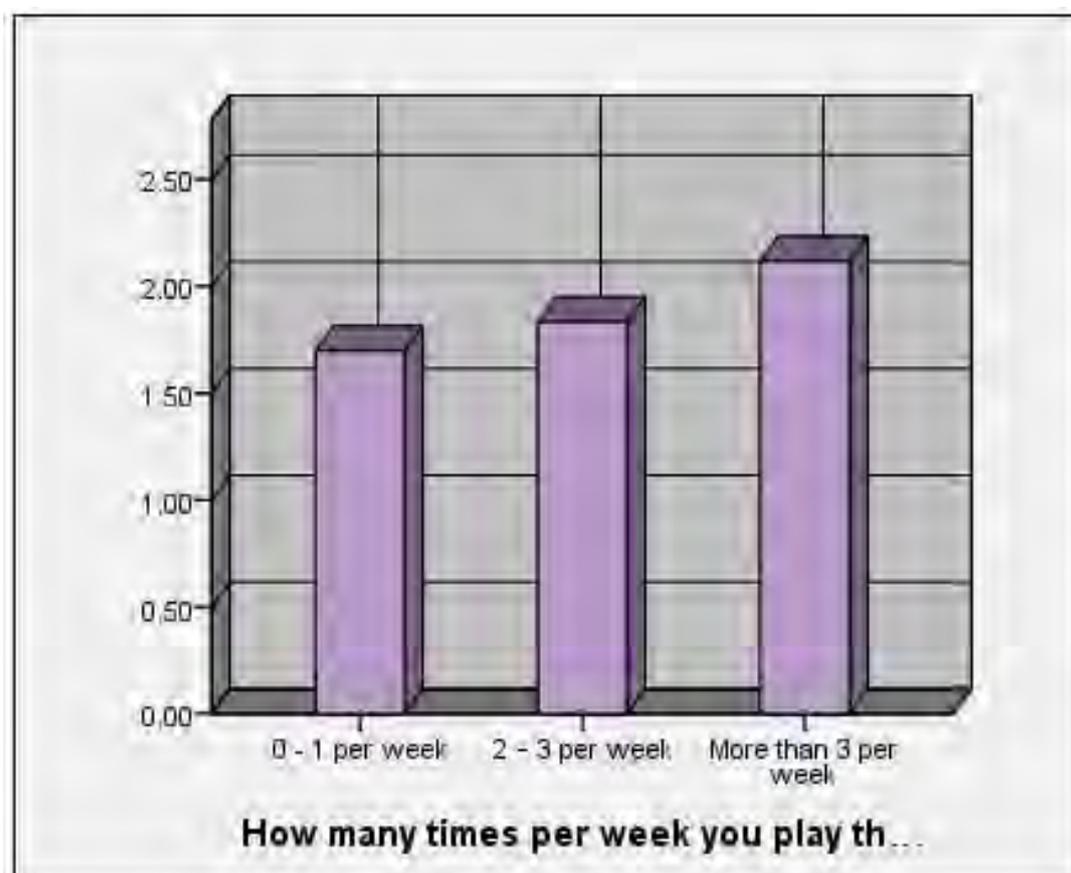


Figure 3: Distribution of the sample population according to the demographic variable (How many times per week you play the video game?).

- **The number of minutes that you spend in the game per week:**

The following table shows the distribution of community members by the number of

minutes that you spend in the game per week?

Table 4: Distribution of respondents by the number of minutes that you spend in the game per week?

The number of minutes that you spend in the game per week?	Frequency	Percent	Valid Percent	Cumulative Percent
0 - 1 per week	19	8.6	8.6	8.6
2 - 3 per week	152	69.1	69.1	77.7
More than 3 per week	49	22.3	22.3	100.0
Total	220	100.0	100.0	

It was found from the above table that the numbers of those who play 2 – 3 per week (152) by (69.1), and the numbers of those who play more than 3 per week (22.3) with a number of (49), while the numbers of those who play 0 - 1 per week (19) individuals, with a percentage of (8.6).

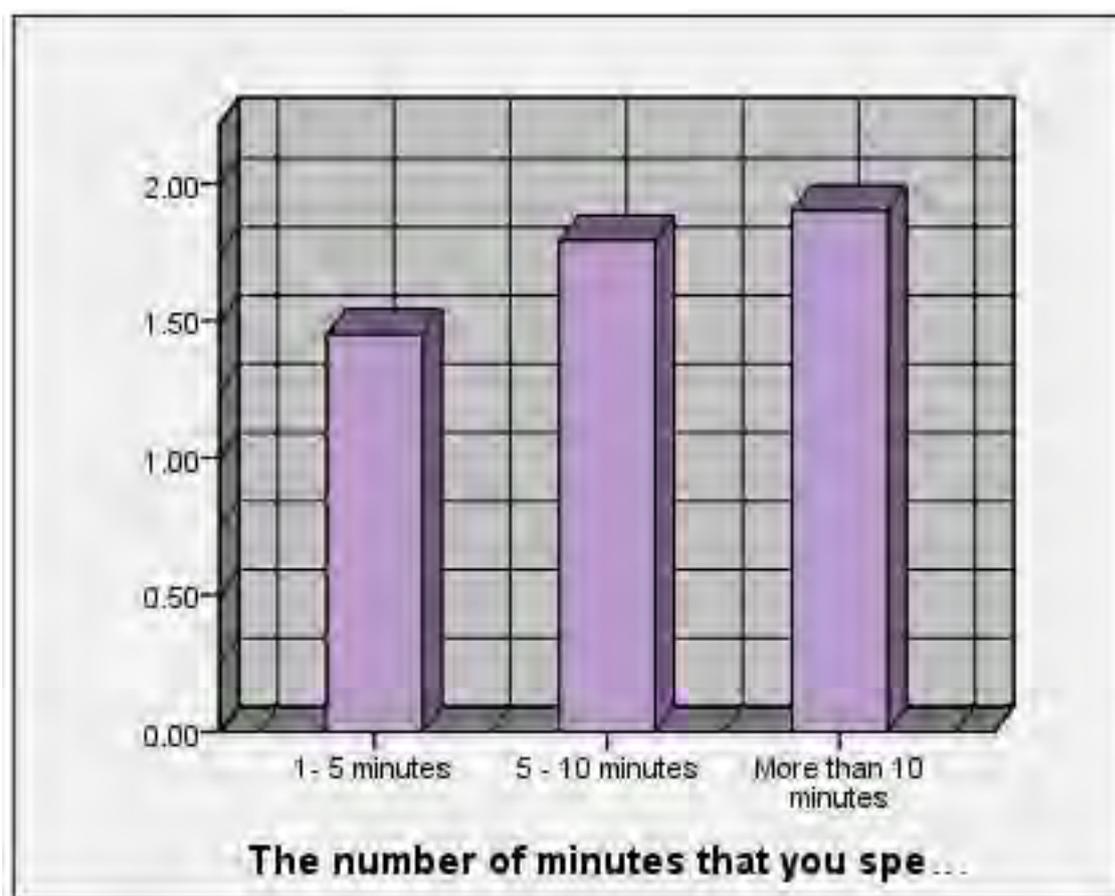


Figure 4: Distribution of the sample population according to the demographic variable (The number of minutes that you spend in the game per week?).

- **Data Analysis:**

In order to analyze the results of the answers of the study community members, the mathematical circles of the study community have been filtered by calculating the weighted average by calculating the length of time which is $4/5 = 0.8$, where 4 represents the number of distances, and 5 represents the number of tests and thus the distribution becomes as it is in the following tables:

Table 5: weighted media for the study community answers

LEVEL	WEIGHTED AVERAGE
Strongly disagree	1-1.79
Disagree	1.8-2.59
Neutral	2.6-3.39
Agree	3.4-4.19
Strongly agree	4.2-5

The results of the responses of the study community members on the axes covered in the questionnaire, based on the analysis of those answers, were as follows:

- **The following set of statements relate to evaluating the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students:**

The main axis in the questionnaire included (32) questions, and the results for the statistical analysis of the responses of the sample members as a whole about this axis were as follows:

Table 6: evaluating the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.

N	Paragraph	Mean	Std. Deviation
1.	Learning English while playing was fun	3.8182	.83510
2.	I liked participating in gamified class activities.	3.7000	.98898
3.	I enjoyed speaking English in my English class.	3.9545	1.24883
4.	I felt I could speak English fluently	3.3045	1.66703
5.	I did not focus on my mistakes when speaking in English.	3.8818	1.55702
6.	I am now more confident when speaking in English.	3.2818	1.27950
7.	I was more engaged in a gamified class room environment than the traditional one.	3.7455	1.41380

8.	I could relate the content of this game to things I have seen, done, or thought about in my own life.	3.8500	1.15875
9.	I could not really understand quite a bit of the questions in this game.	3.9500	1.01687
10.	The gamified activities were engaging.	3.8818	1.09987
11.	The good organization of the content helped me be confident that I would learn this English.	3.4591	1.68885
12.	It was a pleasure to work on such a well-designed game.	3.7773	1.18608
13.	There are so many words on game that it is irritating.	3.2182	1.30249
14.	I learned some things that were surprising or unexpected.	3.6500	1.15084
15.	The variety of illustrations, helped keep my attention on the video games.	3.6455	1.22818
16.	I really enjoyed playing video games.	2.4545	1.55353
17.	The questions in video games were too difficult.	3.0182	1.71739
18.	As I played this game, I was confident that I could learn the content.	1.9909	1.06411
19.	Video games did not improve my speaking skill.	2.4000	1.19512
20.	While focusing on the gamified task, I spoke English freely without the pressure of how to say the sentences in a grammatically correct way.	2.9045	1.25147
21.	I concentrated on the challenge more than on my knowledge of the English language.	2.5182	1.16832
22.	The interactive technology helped improve my speaking skill.	2.7273	1.29917
23.	The interactive technology was motivational.	2.8182	1.59154
24.	Video games constructed on student-student interaction allowed speaking English to be freer and without stress.	3.0591	1.47774
25.	I had a fun learning experience that motivated me to speak English freely.	3.7455	1.13424
26.	The video games were engaging	4.1273	.86652
27.	When I first looked at video games, I had the impression that it would be easy for me.	3.3818	1.49875
28.	There was something interesting at the beginning of the interactive technology that got my attention.	2.5687	1.20268
29.	Answering the questions in the video games gave me a satisfying feeling of accomplishment.	4.0545	.84763
30.	It is clear to me how the content of the video games is related to things I already know.	2.6727	1.15556
31.	I enjoyed video games so much that I would like to know more about this topic.	3.0000	1.13072
32.	The content and style of writing in video games convey the impression that its contents is worth knowing.	2.5045	1.04465

Total	3.2842	Medium
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- **Results of the study hypothesis test:**

Study variables related to study variables were tested using one-sample test and the results were as follows, Table 7 show this:

Table 7: one-sample test

Model	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The main axis	144.561	219	.000	3.28419	3.2394	3.3290

The data for the previous table refer to the t-test used in testing the hypothesis of the regression line intersection (fixed term), which indicates that the regression line passes through the origin point or cuts the axis of the antennas at a certain point (fixed border). Accordingly, we conclude from the above table that there are statistically significant differences at the level ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.

- **Results of the study hypothesis test:**

Study variables related to study variables were tested using one-sample test and the results were as follows, Table 8 show this:

Table 8: One-Sample test for demographic variables

Model	T	df	Sig.	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Gender	43.230	219	.000	1.45455	1.3882	1.5209
Do you play video game?	71.296	219	.000	1.05000	1.0210	1.0790
How many times per week you play the video game?	58.658	219	.000	2.13636	2.0646	2.2081
The number of minutes that you spend in the game per week?	116.607	219	.000	2.90000	2.8510	2.9490
Total	136.692	219	.000	1.88523	1.8580	1.9124

The data for the previous table refer to the t-test used in testing the hypothesis of the regression line intersection (fixed term), which indicates that the regression line passes through the origin point or cuts the axis of the antennas at a certain point (fixed border). Based on the table (8) shows the results of several:

First: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to the gender variable.

Second: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to do you play video game variable.

Third: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to how many times per week you play the video game variable.

Fourth: There is a statistically significant effect according to the statistical function ($\alpha \leq 0.05$) of the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students according to the number of minutes that you spend in the game per week variable.

Conclusion

English language is one of the most spread languages around the world, it is important for everyone to speak, write and understand it, especially for those looking for better career opportunities like the case in Saudi Arabia, this study concluded that video games and other interactive techniques are powerful tools aiding in foreign language learning. Teachers and curriculum designers should pay more attention and put more efforts introducing interactive

techniques in the learning process. As concluded from our research results, video games are played by 95% of study participants'. This huge portion gives an indicative measure that time spent by this group can be made useful by introducing learning aspects.

Pedagogical Implications

This paper, it was pointed out earlier that one of the reasons for conducting this study was to assist the effectiveness of interactive technology and video games on developing English as a foreign language among Saudi students in Qassim region. Having the findings at hand, one can suggest sound implications as follow:

1. The necessity of paying attention to studying the effectiveness of using interactive technology and video games on developing English as a foreign language among Saudi students.
2. Conducting more studies on enhancing video games in the educational process for Saudi students of various subjects.
3. Building a clear organizational structure in order to achieve tasks and responsibilities, and creating a flexible and sound academic atmosphere that motivates students to work together.
4. The necessity of relying on scientific and correct bases in assessing the level of students need for video game education.
5. The need to introduce new scientific methods that contribute to enriching the scientific content.
6. To enrich the Saudi Curricula with different educational computer games that tackle the different skills of English language.
7. To supply schools with necessary materials for employing educational computer games strategy

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