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Using multi-player computer/mobile games as a supplement to speaking and improving oral fluency – a short case study

Es ist schwierig, genügend Zeit für das Sprechen und die Verbesserung des Redeflusses der Schüler in größeren EZL Gruppen aufzuwenden. Die Verwendung von Computerspielen und Handyspielen erweist sich für mehrere Spieler bei der Verbesserung ihrer Sprachkompetenz als wirksam. Diese Spiele können als Ergänzung zu einigen Sprechübungen im Klassenzimmer gespielt werden, oder die Schüler können ermutigt werden, sie zu Hause zu benutzen. Das Spiel *PUBG* wurde im Klassenzimmer mit einer Gruppe von Schülern verwendet, um zu sehen, wie sie darauf reagieren würden, es in Teams auf Englisch zu spielen, und ob sie bereit wären, solche Spiele in Zukunft zu spielen. Nachdem sie das Programm im Unterricht gespielt und den Fragebogen beantwortet hatten, stellte sich heraus, dass die meisten von ihnen bereits zu Hause Computerspiele und Handyspiele spielten. Von der Gesamtzahl dieser Schüler spielte ein sehr hoher Prozentsatz Multiplayer-Spiele. Diese Schüler waren im Allgemeinen während des gesamten Kurses aktiver im Unterricht und erwiesen sich als aktiv und sprachen flüssiger in der Klasse. Obwohl sie beim Sprechen grammatische Fehler machten, wurde ihre Rede als fließend empfunden. Im Fragebogen gab die überwiegende Mehrheit der Schüler an, dass sie bereit sind, auch in Zukunft solche Kurse zu besuchen.

Introduction

Oral language fluency is often considered the pinnacle of language mastery since speaking is a complex brain activity which requires a high speed of constructing grammatically correct sequences in which the word choice is also adequate (Jong, 2016: 203). It should come as no surprise that a number of studies have concluded that speaking generally seems to pose a daunting challenge for language learning in the classroom (Win, 2017; Hosni, 2014; Al-Jamal & Al-Jamal, 2013; Alyan, 2013). Knowing that students need to be actively involved in real-life speaking situations in order to master it (Zuengler & Miller, 2006: 37-38) and bearing in mind that they cannot answer the teachers' questions all at once, it is not surprising that the students do not excel at speaking just from the classes (Pegrum, 2000). Students who are predominantly involved in playing multi-player computer/mobile games seem to thrive simply due to the opportunity they have of immersing themselves in real discourse (Steinkuehler, 2006: 50). Naturally, this playing activity mostly takes place when they are at home. Numerous games nowadays allow the option of playing in a multi-player environment with other

players where they usually use English as the dominant language of communication. The language classroom could benefit if the content that the students enjoyed was used both inside and outside the classroom systematically.

1. Theoretical Overview
1.1. Fluency
In the examined literature, there is not always a consensus regarding the very term *fluency*. Fraser (2014: 178) defines it as being proficient in a second language in such a way that people can communicate easily, efficiently and effectively. As she points out, fluency has to do with the receiver of the message and the extent to which he/she is able to understand it. Factors such as speed, hesitations, vocabulary, grammar and comprehensibility can be subsumed under this phenomenon. It refers to speaking smoothly and at a normal rate, without interruptions and hesitations (Skehan, 2009; Ellis & Barkhuizen, 2005; and Hedge, 1993). Lennon (1990: 387-388) concludes that the relationship between speech and pauses as well as frequency of dysfluency markers (filled pauses and repetition) plays a key role in determining how fluent someone is. Tavakoli (2011: 71) compares native speakers to L2 learners in light of the pauses that they make and concludes that learners make pauses in the middle of clauses rather than at the end. Gorkaltseva et al. (2015: 147) touches upon the educational settings in which oral fluency can be improved. She states that applying the cognitive-communicative approach of interaction improves pragmatic and linguistic competence, as conditions of oral fluency. This approach implies real-life communication. Bosker et al. (2012: 159) point out that oral fluency is an integral factor of estimating one's language proficiency and they mention that pauses, speed and repairs are the three fluency aspects. Kormos and Denes (2004: 145) deal with the topic of which variables play a role in determining whether someone's language is native or non-native. They go beyond lexical diversity and accuracy as traditional measures of output and analyse student discourse using computer technology. The conclusion is that the speech rate, phonation time ratio, mean utterance length and the frequency of using stressed words in one minute are important variables. With regard to teaching it, Simensen (2010: 11) discusses the importance of using small words and short phrases and working up to longer sequences in order to reach fluency. Jong (2016: 203) states that L2 learners have the most difficulty in speaking the language fluently because of the complexity of putting together the units within a time constraint.

1.2. Using games to improve oral fluency − existing research
Lee and Gerber (2013: 67) examine the game *World of Warcraft* and conclude that it is extremely useful for improving English skills. As they state, it is a community where English can be used extensively as the game is meant to facilitate communication but it can also be used to learn about the form of words.

Kongmee (2011: 113) researched Massively Multiplayer Online Role Playing Games (MMORPGs) and came to the conclusion that these games are particularly popular among younger generations and are used for social interaction, entertainment and educational purposes. These games can be used as supplements to language learning as they provide learners with the opportunity to use the L2 with participants from other parts of the world. The authors conclude that such games can be an engaging environment for learning a language while playing. Peterson (2012: 361) conducted qualitative research with four of his students. He analysed their written dialogues with other players during a period of a couple of months. He concluded that MMORPGs are a positive setting where the players can interact socially and in a pleasant atmosphere suitable for practising their English. The feedback from the participants was also positive. Dixon (2014) discusses his research by recording the screens of 3 volunteer EFL students who played *Guild Wars 2* for 10 hours during a five-week period. The conclusion was that they were producing great amounts of language output as well as receiving input in order to complete the missions. These context-rich environments enabled them to improve their skills.

2. Methodology
2.1. Hypotheses
A number of hypotheses have been listed for the research at hand.
1. The game is expected to provide an adequate framework within which effective discourse can take place.
2. The students are expected to make occasional grammatical mistakes but to communicate efficiently, with an opportunity to practise oral fluency.
3. A large number of students (90%) are expected to already be playing computer/mobile games at home.
4. A large number of them (80%) are expected to have experience with playing multi-player games where they interact with the other participants in English.
5. Those students who are regular players are expected to have better overall oral fluency.
6. The majority of students (90%) are expected to like the idea of having occasional classes where they can play multi-player games while speaking English with the other players.

2.2. Participants
What follows in this paragraph is a short overview of the participants' English-learning background. At the time that the experimental class was held with them (May, 2019), they were all attending a pre-intermediate (A2 level) course of English in the same language school in Novi Sad in 2018/2019, twice a week, 60 minutes per class. The course started in September 2018 and finished in June

2019. The students were taking the same language course in two different groups, at the same pace and using an identical curriculum and textbook. Before being assigned to these language learning groups in the language school, the students had completed a placement test to determine their level. They were divided into two separate groups by the owner of the school merely due to the school's policy of allowing a maximum of 8 students to comprise a group. It should be noted that the attended course is by no means the focus of this research, although several references will be made to it. The participants (*Table 1*) were 14 teenage students between the ages of 12 and 13. One group consisted of 8 students while the other one had 6. Of the total number of students, 9 were males while the remaining 5 were females. During the experimental class, the 2 groups were additionally divided up into 2 equal groups when they played the game. This will further be described in Section 3.3.

Table 1 The participants of the experimental class

Category	Number of participants
Group 1 (males)	5
Group 1 (females)	3
Group 2 (males)	4
Group 2 (females)	2
Age 12	4
Age 13	10

When it comes to the examiners, the course was taught to both groups by one teacher of the mentioned language school while the experimental class was held by the author of the paper.

It is essential to note that the main focus of this paper is on the single experimental class that the author of the paper had with each group of participants. Although each group had its own class with the author, the groups will be analysed statistically as one unit since the nature of the class was identical for both of them. The only reason why the participants could not be merged into one group is due to space restrictions.

2.3. Research design and data collection procedure

In the research at hand, a quantitative single-group experiment (quasi-experimental) was applied to see how the students would respond to the nature of such an experimental class. They interacted with the interface of their phones motorically, audio-visually and verbally by using the commands, reading the instructions and communicating with the other participants.

With regard to the very nature of the class, the students were told beforehand to install the computer/mobile game *PUBG* on their phones. Since all the teenage students had mobile phones of their own, this was very convenient for conducting such a class. On being seated, the students were first told that the class they were about to take part in was very different compared to what they were used to. They were asked to say whether they played games at home and, if yes, which ones. On being told that they would be playing *PUBG* during the class for about 40 minutes, they were thrilled. Before being allowed to play, they were instructed to team up into a squad of four players and speak in English the whole time. They were also encouraged to engage in communication in English even with their opponents if they could. Since two players were missing to have 2 complete squads in each group, the two players that remained without the third and fourth member were told to find them in the game. The students were divided up into 2 physically dispersed teams and they were told to sit in different parts of the classroom so that they would always have to communicate via voice chat. They were told that those students who spoke Serbian would be disqualified immediately i.e. they would have to leave the game. Although the communication with the opponents was not entirely predictable, they were still told to involve other external participants into the conversation. The teacher told the students to try especially hard to remember the sentences that they were using in their interaction. Before the students started the game, they were instructed to remain close to each other in the game (to move in a group) so that they could speak through voice chat. They were told to sit separately so that they couldn't see each other's screens but rather rely exclusively on speaking English via voice chat. The students who were already familiar with the mechanics of the game were asked by the instructor to briefly explain to the others how the game worked. One of the students offered to explain to the others the rules of the game before playing it.

Namely, four students had to connect through one of their existing accounts (either Facebook or Google) in order to be able to play together. The two-member group included somebody external, and occasionally the teacher. This was done so as to give the teacher a glimpse into how the students really responded to the task. The rules that had been laid out for them by the students and the teacher before the game started were that the team was competing against other teams. The enemy teams consisted of other players who were either real people from other parts of the world or bots.

The students' language was recorded for roughly 20 minutes, as the author was monitoring the two teams that were formed per group. The students' discourse in the compiled corpus was then analysed in terms of the most frequently used constructions while they were being recorded. About 5 minutes was spent with each team. A qualitative analysis of the raw material was conducted and the results were presented descriptively.

Their view of the class was assessed by means of a questionnaire. The teaching method and obtained answers were analysed descriptively and the answers were additionally presented statistically (using basic calculation operations) within tables. The questionnaire consisted of 15 questions. There were 3 sections of questions that the students were expected to answer. The first section referred to their habits regarding playing computer/mobile games and what they generally found appealing about engaging in such activities. This section included the following questions:

1) Do you play computer/mobile games? Yes; No
2) If yes, which ones do you play?
3) How often do you play these games? Every day; A couple of times per week; Once a week; A couple of times per month; Once a month; Never
4) What do you like most about playing games? Socialising; The storyline; Completing the missions;
5) When you play games, do you prefer playing in the single- or multi-player mode? Single-player; Multi-player
6) If you play multi-player games, do you team up with Serbian players or those from other countries? Serbian players; Other countries
7) Do you speak English when you play with people from other parts of the world? Yes; No

The second part of the test had to do with the sentences they used in their interaction with the other participants. They were expected to provide the sentences that they remembered using in their entirety. The questions that constituted this section were the following:

8) Name a couple of sentences that you used frequently in the game
9) I have learned these sentences by playing this game and several other games at home. Yes; No
10) When I play, I have the opportunity to speak in English more than I do in class. Yes; No
11) I think I can say the sentences fluently. Yes; No
12) I believe playing these games has helped me improve my English. Yes; No

The third part had to do with their opinion of the class they had taken part in and whether they thought this kind of approach to teaching could work in the future

13) I enjoyed this English class. Yes; No
14) If yes, what did you enjoy more? Speaking; Playing
15) I would like to have a similar class to this one in the future. Yes; No

Although they were expected to note down their names on these papers, they were explicitly told that there would be no consequences in light of the answers they provided, regardless of whether they enjoyed the experience or not.

3. Results
3.1. A linguistic analysis of the language – recorded corpus

Addressing the issue of grammar, it was not at a particularly high level, which should not come as a surprise since they were merely at the A2 level. This fact did not realistically imply the use of all the tenses that they had at their disposal since this was still a beginners' level in the broadest sense. Not much was expected from them but they still managed to construct their sentences relatively accurately. Pertaining to the concrete mistakes that occurred in their discourse, they had to do with the omission of auxiliary verbs in the present continuous (*I coming*; *Where is he go?*) and the inappropriate use of the auxiliaries in the present simple when forming questions (*Does you see him?*) and negations (*I doesn't see him*; *I not see them*). When it comes to the past simple, the mistakes usually stemmed from not using the base form of the verbs in the questions (*What did you said?*) and negation (*I didn't saw them*; *I don't heard you*). In addition, there were occasional confusions between the use of these two tenses (*I go upstairs.*) and the present simple vs. the past simple (*He shoots me.*). When referring to the future, the present continuous, will and be going to were utilised (*He is coming towards me*; *They will see us here*; *I'm gonna wait here.*). As is apparent from the last example, they frequently used the colloquial abbreviation of the verb. Apart from the mentioned tenses, no other tenses were used. The imperative was utilised frequently as a great deal of communication in such games revolved around telling others what to do or where to go (*Guys*, *come here*; *Lie down*; *Go down the stairs.*).

Although it has been suggested that grammatical mistakes did indeed arise in the process of constructing the sentences, they were still uttered quickly and fluently. This could be seen especially among those who had previously stated in the same class that they actively and regularly engaged in these gaming activities at home. Their confidence and consistence in speaking quickly was also apparent in the classes that they had attended within the regular course. The author measured their fluency through observation and by analysing the speed of their speech delivery in the recording. The conclusions were compared to the observations of the teacher who taught them the course. It was ascertained that those students who were active throughout the course were the same ones who spoke more fluently in the experimental class and who stated to have been more heavily involved in playing such games at home. Although their grammar was faulty, those who played games regularly were definitely perceived as being at a higher level of oral fluency.

What made the experience particularly exciting was the fact that the students could genuinely interact with other people from around the world as they could hear them commenting on the game. The team which prevailed to the end would be the winner. If a team member was shot, the living ones would continue playing until they were killed themselves or won. The ones who got eliminated early on in the game were told to stay until the end and provide assistance to their team mates. Since they did not have weapons and ammunition with them, the first step was to collect some. They could do this by entering houses or warehouses. In the process of trying to stay alive and eliminate the enemies on the island, they were also fighting a battle against a force field within which they had to move in order to stay alive. In addition, they were also trying to avoid a field in which they could be bombed from the air. To move faster, they could also use cars and helicopters they would come across.

The observation of the class, on the part of the author of the paper, brought to his attention the excitement and enthusiasm with which the students were conducting their communication. They played the game very passionately, regardless of their prior experience. The interaction, along with completing the missions i.e. competing amongst each other, seemed to have driven them to keep playing. The teacher also made sure that there was no Serbian communication in the teams by monitoring how the activity was played out. During this monitoring activity, the teacher would record some of the language that the students produced, which he then analysed in terms of grammatical structures and fluency. When the students finished playing the game, they were given a questionnaire to complete during the last 10 minutes of the class.

3.2. Questionnaire

Table 2 All the participants and their answers

Part. Gr. 1	Gen. Age	Q1	Q3	Q4	Q5	Q6	Q7	Q9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15
1	M 13	Y	1/D	Sto.	MP	O	Y	Y	Y	Y	Y	Y	P	Y
2	M 12	Y	1/D	Sto.	SP	S	N	Y	N	Y	N	Y	P	Y
3	M 13	Y	1/D	Com.	MP	S	N	Y	N	Y	Y	Y	P	Y
4	M 13	Y	1/D	Sto.	MP	O	Y	Y	Y	Y	Y	Y	P	Y
5	M 13	Y	2/W	Com.	MP	O	Y	Y	Y	Y	Y	Y	P	Y
6	F 13	Y	1/W	Soc.	SP	S	N	Y	N	Y	Y	Y	P	Y
7	F 12	Y	2/M	Sto.	MP	O	Y	Y	Y	N	N	Y	S	Y
8	F 13	N	-	-	-	-	-	-	-	-	-	N	-	N
Part. Gr.2	Gen.	Q1	Q3	Q4	Q5	Q6	Q7	Q9	Q 10	Q 11	Q 12	Q 13	Q 14	Q 15
9	M 12	Y	1/D	Com.	MP	O	Y	Y	Y	Y	Y	Y	S	Y
10	M 13	Y	1/D	Com.	MP	O	Y	Y	Y	Y	Y	Y	P	Y
11	M 13	Y	2/W	Sto.	MP	S	Y	Y	N	Y	Y	Y	S	Y
12	M 12	Y	1/W	Soc.	MP	O	N	Y	N	Y	Y	Y	P	Y
13	F 13	Y	2/M	Soc.	SP	O	Y	N	N	N	Y	Y	P	Y
14	F 13	Y	2/M	Soc.	SP	O	Y	Y	N	N	Y	Y	S	Y
Total %	9M 5F	93	43	Soc.35 Sto.35	64	64	64	86	43	71	86	93	64	93

Before delving into the results of the questionnaire (*Table 2*), a brief overview of the students' answers to the questions they were asked at the beginning of the class will be presented.

Out of the 14 participants, 8 of them stated that they had already played multi-player games in which they had to speak English with people from other countries around the world. Interestingly enough, these were students who generally stood out from the other students in terms of their speaking fluency. Seven out of fourteen students stated that they had experience with playing the game at hand. When asked which other multi-player games they had taken part in, the most common answer was *Fortnite*.

In total, there were three sections in the questionnaire. The first one included questions pertaining to their own playing habits at home and what they particularly liked about them, which can be seen in *Table 3*.

Table 3 The questions from section one and the percentage of agreement

Section 1	Q1	Q3	Q4	Q5	Q6	Q7
Per. (%)	93	every day – 43	soc. – 35 sto. – 35	multi-player – 64	64	64

1) Do you play computer/mobile games? Yes; No

With regard to this question, 13 of the students (93%) stated that they played computer/mobile games. One out of fourteen students showed no interest in computer/mobile games.

2) If yes, which ones do you play?

This is a question where there were numerous answers. The games ranged from *Fortnite*, *Call of Duty*, *FIFA* and *2K19* to *Roblox* and *Minecraft*, which suggests a variety of genres that the students play. What was more surprising was the fact that even girls, who are statistically speaking much less involved in playing games, stated that they had played games such as *Fortnite* and *PUBG*. Most games that the girls listed were not suited for a multi-player style of playing but some of them were.

3) How often do you play these games? Every day; A couple of times per week; Once a week; A couple of times per month; Once a month; Never

The highest number of them stated that they were engaged in playing these games on a daily basis (43%). The second most frequent answer was that they played on a weekly basis, which still implies a high rate of playing (29%).

4) What do you like most about playing games? Socialising; The storyline; Completing the missions

For this question, the answers were fairly evenly distributed. Thirty-five percent of the students answered that it was the social aspect of playing with other people that gave them the drive to play. However, some of them (35%) answered that it was the actual storyline that made the experience enjoyable, whereas 29% of them suggested that it was the fact that they were going from mission to mission that made the experience worthwhile.

5) When you play games, do you prefer playing in the single- or multi-player mode? Single-player; Multi-player

Not surprisingly, a slightly higher number of them (64%) stated that they were more interested in playing in a team with other players.

6) If you play multi-player games, do you team up with Serbian players or those from other countries? Serbian players; Other countries

In this exercise, the students showed that they formed teams with people from other countries more than with Serbian players.

7) Do you speak English when you play with people from other parts of the world? Yes; No

Those who confirmed that they had experience with playing multi-player games also stated they used English in their interaction with other people, which makes it 100% of those who played such games.

Table 4 The questions from section two and the percentage of agreement

Ques no. (section 2)	Q 9	Q10	Q11	Q12
Perc. (%)	86	43	71	86

8) Name a couple of sentences that you used frequently in the game

This was a question where the answers varied greatly from student to student. However, the sentences that somewhat overlapped in a number of cases were the following: *Come on*; *I'm shot*; *I'm coming*; *Let's go inside*; *Where you are? I see him*; and *Get in the car*.

9) I have learned these sentences by playing this game and several other games at home. Yes; No

The majority of the participants (86%) answered positively, which means that they are aware of the beneficial effects that English has on their mastery of the language or at least practising what they already know (*Table 4*).

10) When I play, I have the opportunity to speak in English more than I do in class. Yes; No

Most of those students who stated that they were involved in playing multi-player games (43%) in the whole class also stated that they had the chance to use English more in those games then in class (*Table 4*).

11) I think I can say the sentences fluently. Yes; No

A large number of them (71%) responded positively (*Table 4*). Although this is a subjective matter, the author of the research can confirm that they were very confident in saying the sentences and it appeared like they were second nature to them.

12) I believe playing these games has helped me improve my English. Yes; No

Most of them (86%) stated that they agreed with the statement (*Table 4*).

Table 5 The questions from section three and the percentage of agreement

Ques. no. (section 3)	Q13	Q14	Q15
Perc. (%)	93	Playing – 64	93

13) I enjoyed this English class. Yes; No

The vast majority of them (93%) answered positively, which brings hope that other students would also be interested in incorporating multi-player sessions into the classroom (*Table 5*).

14) If yes, what did you enjoy more? Speaking; Playing

In a relatively large number of cases (36%), the answer was *speaking*, while the answer *playing* was even more present (64%), which can be seen in *Table 5*.

15) I would like to have a similar class to this one in the future. Yes; No

Not surprisingly, the majority of them (93%) made it clear that they wouldn't mind having another class of this nature at some point in the future (*Table 4*).

4. Discussion and commentary

With regard to the game *PUBG* in terms of what it has to offer, it can be stated that it enables students the opportunity to engage in spoken communication with other participants in a meaningful way. The students have to cooperate with each other in order to stay in the game. The analysis of their discourse seems to suggest that although the language that they produced in class was not always grammatically accurate and the examiner could not constantly monitor and correct them, this kind of experimental class could be used as a supplement to speaking in which everyone has the chance to participate. The teacher could go from group to group, note down the most common mistakes and discuss them afterwards, without having to interrupt their communication in the groups. The excitement of competing and involving participants from other countries is likely to create an enthusiastic atmosphere in class.

When it comes to the first question of the questionnaire, it might be wise to start exploiting such content in the classroom. Knowing that almost all the other students were already involved in such activities at home and that English is an integral part of completing the missions is valuable to take account of for future classes.

The second question seems to suggest that both genders were involved in playing games. Teachers could establish which multi-player games are played by the majority of them and introduce those ones into the classroom or encourage them to team up and play these games at home.

The answers to the third question illustrate to the teachers the extent to which the students are involved in such content and the necessity to build upon an activity that they are already familiar with.

With regard to the fourth question, it can be said that apart from enjoying the very process of meeting new people and exchanging a couple of sentences with them, one should not neglect the very nature of the game. The content that it offers is important for the students and they supposedly choose games according to their genre and characteristics.

In the fifth question, one could speculate that this trend is present owing to the fact that people are sociable beings and that they relish the opportunity to be in a team where they can interact with all those who are willing to communicate. In the process of trying to communicate certain ideas, they are forced to use a language.

Regarding question 6, one of them explained at the beginning of class that it was simply easier to find people from other countries who were willing to play because of their number. Another reason is that the game randomly matches players up to form a team and there is obviously a higher chance of being teamed up with people from around the world rather than Serbia.

With regard to the 7th question, the fact that all the students who had experience with these types of games stated that they were using English confirms the assumption that English is heavily used when playing multi-player games. This implies that the students would consider such activities in English classes a logical option.

Although it is more than apparent that the listed sentences for question 8 are short and simple, being able to say them quickly and without hesitation can surely play its role in perceiving someone's English as fluent. Although the sentences do not consist of difficult vocabulary, they are more than useful in everyday situations and general communication.

The answers for question 9 indicate the extent to which English can be learned outside the classroom. Knowing that the most fluent students were the ones who played English at home suggests that teachers should become more aware of the benefits of these games and start involving other students in these activities.

When discussing question 10, this can be attributed to the fact that they play such games relatively regularly, for a couple of hours. Even if we know that the sentences are not challenging, the frequent use of short sequences of words is good practice to reach a fast pace of speech.

The answers to question 11 suggest that the students who could speak fluently were mostly well aware of that, although there were those who did not perform well but who still perceived themselves as being fluent.

When it comes to question 12, being aware of the benefits of such games confirms the assumption that they generally understand the impact that talking to other players has on their language mastery.

Regarding question 13, although it would be impossible and inappropriate to transform the whole class into a gaming room, it could prove to be beneficial if done in moderation. One suggestion would be to encourage the students to play multi-player games at home with people from English-speaking countries, since the language that they would be exposed to would be correct.

The answers to question 14 confirm the assumption that communicating with other participants in the game is most commonly perceived as enjoyable, which could be valuable for the teachers in their organisation of the class.

Concerning question 15, it should come as no surprise that an activity that the students gladly indulge in at home (playing games) is also favourably looked upon by them if done in an educational setting.

5. Conclusion

Teaching oral fluency in the classroom is a demanding task since the students have to be actively involved in the process of speaking, which is often not possible due to time constraints, especially in bigger groups (Kareema, 2014: 233). Knowing that teenagers play computer/mobile games in their free time (Gaylord, 2008), it might be wise to use some of this content in the class. The research at hand showed that playing *PUBG* in the class had a positive effect on the students. This game enabled them to speak in English for 40 minutes. Their recorded discourse suggests that all of the students made grammatical mistakes when constructing their sentences but this did not prevent those who were gamers from saying the sentences fluently i.e. fast and without hesitation. Most of them stated that they played computer/mobile games at home and that they often played multi-player games where they had to speak English. There was a correlation between those students who regularly played computer games and their perceived level of fluency. Those of them who stated that they were active and regular in playing the games were generally more active in the classes and were much more active and fluent when playing the game in the experimental class. The majority of them expressed their satisfaction with the class and stated that they would like to have more classes of this type. In light of these conclusions, teachers could possibly consider making use of similar games in the classroom or at least encourage the students to play them by teaming up with foreigners preferably from English-speaking countries.

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