

VIDEO GAMING AND STUDENTS' ENGLISH PROFICIENCY IN GOVERNOR GENEROSO SOUTH DISTRICT, DAVAO ORIENTAL

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Abstract. The study aimed to investigate the influence of video gaming on students' English proficiency. In this study, the researcher selected 155 junior high school students in Governor Generoso South District in Davao Oriental as the respondents of the study. A stratified random sampling technique was utilized in the selection of the respondents. A non-experimental quantitative research design using a descriptive-correlational method was employed. The data collected were subjected to the following statistical tools: Mean, Pearson Moment Product Correlation, and linear regression analysis. Findings revealed that video gaming was described as moderately extensive, while students' English proficiency in Governor Generoso South District, Davao Oriental, was rated as extensive. Further, correlation analysis demonstrated a significant relationship between video gaming and students' English proficiency in Governor Generoso South District, Davao Oriental. Regression analysis proved that video gaming, in terms of engagement and motivation, active learning, and customized learning, significantly influenced the students' English proficiency in Governor Generoso South District, Davao Oriental. Thus, DepEd should also allocate resources to schools to invest in technology and educational games that promote English proficiency. The study, therefore, was conducted further to utilize findings through publication in a reputable research journal.

KEY WORDS

1. teaching English.
2. video gaming.
3. students' English proficiency.

1. Introduction

Conducting a study on the influence of video gaming on students' English proficiency presents an opportunity to explore the intersection of technology, leisure activities, and language learning. Video games, particularly those with narrative-driven gameplay or online multiplayer features, can provide students with language exposure and practice opportunities. Engaging with in-game dialogue, instructions, and communication with other players may involve reading, listening, and even speaking in English, thereby facilitating language acquisition and reinforcement. Further research is needed to fully understand the mechanisms through which video gaming impacts language learning outcomes and to inform effective pedagogical approaches that leverage the potential benefits of gaming while mitigating potential risks. Meanwhile, reports indicated that students in United States with low English proficiency struggle to comprehend lessons delivered in English, leading to difficulties in understanding course mate-

rials and instructions. Limited vocabulary and unfamiliarity with English grammar structures make it difficult for students to grasp the meaning of spoken or written English. As a result, they struggle to understand the content of lectures, readings, and other instructional materials presented in English (Peng Patterson, 2022). In Asia, it was noted that limited English proficiency can hinder students' ability to express themselves effectively on exams, assignments, and other assessments, resulting in lower grades and academic achievement. Those students struggle to fully comprehend the instructions provided on exams and assignments, which can lead to confusion about what is being asked of them. As a result, they may misinterpret the requirements or fail to address key aspects of the task (Low, 2020). According to Higton et al. (2019), the consequences of these challenges are reflected in students' academic performance, as they may receive lower grades or achieve less-than-optimal results on exams and assignments. In UK, Pearson (2020) reported that students with low English proficiency faced challenges in integrating and being included in the broader school community. Language barriers prevent students from fully participating in school activities, making friends, and feeling a sense of belonging. This lead to feelings of isolation and exclusion, affecting their social and emotional well-being. According to Afitska and Heaton (2019), this sense of exclusion can erode students' self-esteem and confidence, impacting their overall well-being and academic performance. Schools must foster an inclusive environment that supports language learning and cultural diversity to address this issue Taking things in Philippine setting, Santos, Fernandez, and Ilustre (2022) found that students with low English proficiency may face limitations in accessing employment opportunities that require English language skills. Effective communication is a fundamental requirement in most workplaces, and proficiency in English is often considered essential for interacting with colleagues, clients, and supervisors. Students with low English proficiency struggle to communicate effectively in English, limiting their ability to perform certain job functions. According to Gomez and Gomez (2021) certain industries and sectors, such as hospitality, tourism, international business, and customer service, prioritize candidates with strong English language skills due to the nature of their work. Students with limited English proficiency find themselves excluded from job opportunities in these sectors, reducing their employment options. In Davao Oriental, it was noted that low proficiency in English can impede students' participation in school activities. When students struggle to communicate effectively in the language of instruction, they may feel hesitant to engage in classroom discussions, group projects, or extracurricular activities. This reluctance to participate can stem from a fear of making mistakes, being misunderstood, or feeling embarrassed about their language skills (Rulona Bacasmot, 2023). While there has been a significant amount of research exploring the relationship between video gaming and various aspects of students' cognitive development and academic performance, there is a notable gap in the literature regarding a comprehensive regression analysis on the influence of video gaming on students' English proficiency. Specifically, previous studies have primarily focused on the qualitative and anecdotal aspects of this relationship, and there is a need for rigorous quantitative research that employs regression analysis to investigate the multifaceted impact of video gaming on English proficiency. Thus, it is on this context that the researcher felt the need to fill in the research gap of conducting a study in the Philippine context, particularly in the Governor Generoso South District, Davao Oriental using a quantitative research design. Specifically, the researcher made use causal comparative approach to have a better understanding of the effectiveness of multime-

dia instruction on the English proficiency of the junior high school students, which is found to be scarce.

2. Methodology

This section contains the research design, research respondents, research instrument, ethical consideration, data gathering procedure, and data analysis. In the preparation of this paper, the researcher employed artificial intelligence tools for proofreading. Specifically, AI was utilized to enhance the accuracy, coherence, and overall quality of the manuscript. This practice is being explicitly stated to maintain transparency and adhere to ethical standards in research. The usage of AI for proofreading reflects a commitment to leveraging advanced technologies responsibly and acknowledges the increasing prevalence and capability of AI in academic and professional writing.

2.1. Research Design—In this study, the researcher utilized quantitative research, specifically the descriptive-correlational technique, to gather data, ideas, facts, and information related to the study. As characterized by Ahmad et al. (2019), methodologies and strategies were employed to gather and scrutinize numerical data systematically and impartially, aiming to comprehend phenomena, correlations, or trends. These methods entailed employing statistical analysis to extract insights and make deductions from the data. Quantitative research involved the collection and analysis of numerical data to examine various aspects of phenomena, relationships, or patterns within a structured framework. This type of research relied heavily on quantifiable measures and statistical techniques to draw objective conclusions based on empirical evidence. Researchers often employed surveys, experiments, or observational studies to gather data, which was then subjected to statistical analysis to identify trends, correlations, or significant differences. According to Bloomfield and Fisher (2019), quantitative research methods emphasized objectivity and standardization, aiming to reduce bias and subjectivity during data collection and analysis. This approach enhanced the credibility and accuracy of research findings, enabling researchers to extrapolate results from a sample to a broader population. On one hand, Doyle et al. (2020) defined descriptive research techniques as strategies that involved methods utilized to depict, observe, and analyze the characteristics, behaviors, or phenomena of interest without exerting influence or manipulation. The primary objective was to offer a comprehensive portrayal of the subject being studied, prioritizing the depiction of existing conditions rather than delving into causality. Descriptive research typically employed a range of observational approaches, surveys, case studies, and archival investigations. Cooksey and Cooksey (2020) emphasized that descriptive research was instrumental in establishing foundational information concerning a specific phenomenon or population. By delineating the current state of affairs, researchers could pinpoint trends, patterns, and norms, serving as benchmarks for future comparisons. Additionally, descriptive research enabled researchers to delineate and characterize various attributes, traits, or features of a population, group, or phenomenon, including demographic particulars, behaviors, attitudes, and other pertinent factors. On the other hand, Vaux and Wang (2020) characterized correlational research design as a form of non-experimental research employed to investigate the connection between two or more variables. This method entailed gauging the degree to which alterations

in one variable corresponded with alterations in another, without manipulating either variable. The aim was to ascertain whether there existed a statistical correlation between the variables and to discern the direction and magnitude of this association. According to Hayes (2020), correlational research served as a vital tool in advancing knowledge across diverse domains by unveiling relationships between variables, generating hypotheses, and informing practical applications and interventions. In this study, the researcher intended to examine the relationship between video gaming and students' English proficiency. A descriptive-correlational research approach was deemed appropriate for investigating the relationships among these variables without manipulating them. In this context, video gaming and students' English proficiency were naturally occurring variables that could be assessed and analyzed to determine their correlations. Moreover, when employed thoughtfully and mindful of its constraints, a descriptive-correlational research design had the potential to yield valuable insights into the intricate dynamics between video gaming and students' English proficiency within educational contexts.

2.2. Research Respondents—The respondents of the study were junior high school students in Governor Generoso South District, Davao Oriental. In this study, the 155 respondents were selected through a stratified random sampling technique. Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. According to Shi (2015), in stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics, such as income or educational attainment. Stratified random sampling is appropriate in this study because

there is heterogeneity in a population that can be classified with ancillary information. In this study, certain inclusion criteria were implemented in determining the respondents of the study. The primary consideration of this study is to select respondents who can provide information to achieve the purpose of this study. The inclusion criteria are as follows: those enrolled junior high school students in Governor Generoso South District in Davao Oriental; students should exhibit a minimum level of English language proficiency, as determined by a standardized English proficiency test or by school records indicating English language coursework; students without back subjects and failed grades in the previous quarter, and who voluntarily signed the ICF were given the survey questionnaires. In contrary, students whose first language is English, as the focus of the study is on students learning English as a second language (ESL) or foreign language (EFL).

2.3. Research Instrument—The study employed a questionnaire that was adapted and fitted the context of the respondents of this study. The first part of the questionnaire was about video gaming. This questionnaire comprised statements measured in terms of engagement and motivation, active learning, customized learning, and memory activity. The questionnaire underwent pilot testing and obtained an alpha coefficient value of 0.925, suggesting that the items had high internal consistency. A coefficient value of 0.925 suggests that the questionnaire's items are highly correlated, indicating that they are measuring the same underlying construct or dimension. This suggests that the questionnaire was reliable and that the items consistently measured the intended variables or concepts. The instrument made use of a 5-point Likert scale that was determined based on the following range of mean:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	Video gaming is always observed.
3.40 – 4.19	Extensive	Video gaming is oftentimes observed.
2.60 – 3.39	Moderately Extensive	Video gaming is sometimes observed.
1.80 – 2.59	Less Extensive	Video gaming is seldom observed.
1.00 – 1.79	Not Extensive	Video gaming is never observed.

The second part was concerned with the English proficiency of students. This questionnaire was composed of statements measured in terms of spoken tasks, comprehension, interaction strategies, qualities of spoken performance, and writing tasks. In this case, the questionnaire underwent pilot testing, and the results indicated a high level of internal consistency,

as evidenced by the alpha coefficient value of 0.936. The alpha coefficient, also known as Cronbach’s alpha, is a measure of the reliability of a scale or questionnaire, with values closer to 1 indicating higher internal consistency among the items. The instrument made use of a 5-point Likert scale that was determined based on the following range of mean:

Range of Mean	Descriptive Level	Interpretation
4.20 - 5.00	Very Extensive	The English proficiency of junior high school students is always manifested.
3.40 – 4.19	Extensive	The English proficiency of junior high school students is oftentimes manifested.
2.60 – 3.39	Moderately Extensive	The English proficiency of junior high school students is sometimes manifested.
1.80 – 2.59	Less Extensive	The English proficiency of junior high school students is seldom manifested.
1.00 – 1.79	Not Extensive	The English proficiency of junior high school students is never manifested.

2.4. Data Gathering Procedure—Steps were undergone by the researcher in conducting the study after the validation of the research questionnaire. Permission to Conduct the Study. The researcher secured the permission to conduct the study. The researcher secured the endorsement from the Dean of the Graduate School in College where the researcher is studying. The endorsement letter from the Dean of

the Graduate School in College where the researcher is studying was attached to the permission letters to be endorsed to the schools division superintendent, and then to the school principals of the selected public secondary schools in Governor Generoso South District in Davao Oriental. Distribution and Retrieval of the Questionnaire. Respondents were provided with information about the study, including its purpose,

procedures, and potential risks and benefits. They were given the opportunity to voluntarily consent to participate in the research. The researcher selected appropriate data collection instruments to gather information on respondents' video gaming habits and English proficiency levels. This included surveys, questionnaires, standardized tests, or observational measures. Moreover, the selected data collection instruments were administered to the participants in a controlled setting. This involved distributing paper-based or online surveys. Respondents' responses and performance on the data collection instruments were recorded to measure the relevant variables of interest. For video gaming habits, this included frequency and duration of

gaming sessions, types of games played, and preferred gaming platforms. For English proficiency levels, this included scores on standardized English language tests, self-assessment of language skills, or performance on language tasks. By following rigorous data gathering procedures, researchers could ensure the validity and reliability of their findings and contribute to our understanding of the impact of video gaming on language learning outcomes. Collation and Statistical Treatment of Data. After the questionnaire was retrieved, the scores of each respondent were tallied to organize the data per indicator. After that, each score was subjected to descriptive and inferential analysis using SPSS.

2.5. *Data Analysis*—The following were the statistical tools utilized by the researcher in processing the gathered data: Mean. This was useful in characterizing the video gaming and students' English proficiency. Pearson Product Moment Correlation. It was used in this study

to assess the significant relationship between independent (video gaming), and dependent (students' English proficiency) variables. Linear Regression. It was applied to evaluate the significance of the influence of the independent (video gaming) variable on the dependent (students' English proficiency) variable.

3. Results and Discussion

This chapter presents the results generated from the data gathered. It is sequenced based on the study's objectives, as presented in the first chapter. Thus, it presents the extent of video gaming and students' English proficiency in Governor Generoso South District, Davao Oriental; the significant relationship between video gaming and students' English proficiency in Governor Generoso South District, Davao Oriental; and the influence of video gaming on the students' English proficiency in Governor Generoso South District, Davao Oriental.

Table 1 shows the summary on video gaming in Governor Generoso South District in Davao Oriental. It shows that the overall mean of video gaming is 3.36 described as moderately extensive and sometimes observed by the students. This indicates that the deliberate incorporation of digital games and game-based approaches to enhance teaching, learning, and

educational achievements is occasionally noted. This is consistent with the perspective presented by Karpova et al. (2021), suggesting that video games possess intrinsic appeal and can hold students' interest for prolonged durations. Educators can boost student motivation and engagement by integrating gaming elements into educational practices.

Table 1. Summary of Video Gaming in Governor Generoso South District in Davao Oriental

Indicators	Mean	Descriptive Equivalent
Engagement and Motivation	3.62	Extensive
Active Learning	3.34	Moderately Extensive
Customized Learning	3.12	Moderately Extensive
Memory Activity	3.36	Moderately Extensive
Overall	3.36	Moderately Extensive

More so, video gaming of students in terms of engagement and motivation acquired the highest mean score of 3.62 described as extensive and interpreted as oftentimes observed, while, video gaming of students in terms of customized learning got the lowest mean score of 3.12 described as moderately extensive and interpreted as oftentimes observed. This shows that the interactive and immersive nature of gaming environments fosters a sense of agency and empowerment among players. Players are actively involved in making decisions, solving problems, and applying their knowledge in context to progress through the game. This sense of

control and accomplishment serves as a powerful motivator, encouraging players to persist in their learning efforts and invest more time and effort into the gaming experience. This aligns with Waris et al.'s (2019) contention that the active learning opportunities provided by video games are inherently captivating and inspiring for players. The feeling of control, the thrill of overcoming challenges, and the satisfaction of achieving goals through decision-making, problem-solving, and practical application of knowledge, all contribute to sustaining players' interest in the gaming experience and motivate them to persevere in their learning endeavors.

The Summary of Students' English Proficiency in Governor Generoso North District, Davao Oriental

Lastly, as shown in Table 2 is the summary of students' English proficiency in Governor Generoso North District, Davao Oriental. As shown in the table, students' English proficiency obtained an overall mean score of 3.41 with a descriptive rating of extensive and interpreted as oftentimes manifested by the respondents. This indicates that students frequently demonstrate their proficiency in comprehending, communicating, and interacting proficiently in English. This aligns with Neumann et al.'s (2019) assertion that possessing advanced English skills

empowers individuals to establish connections and form relationships with individuals worldwide. By being able to communicate effectively in English, individuals can bridge cultural divides, engage in cross-cultural interactions, and build relationships with people from around the world. Adding more, results on the table show that students' English proficiency in terms of writing tasks acquired the highest mean score of 3.56 described as extensive and interpreted as oftentimes manifested, while, students' English proficiency in terms of interaction strategy acquired the lowest mean score of 3.30 described as moderately extensive and interpreted as sometimes manifested.

Table 2. Summary on Students’ English Proficiency in Governor Generoso South District, Davao Oriental

Indicators	Mean	Descriptive Equivalent
Spoken Tasks	3.36	Moderately Extensive
Comprehension	3.45	Extensive
Interaction Strategy	3.30	Moderately Extensive
Quality of Spoken Performance	3.38	Moderately Extensive
Writing Tasks	3.56	Extensive
Overall Mean	3.41	Extensive

This shows that proficient English skills enable students to navigate through complex academic texts, which are often dense with specialized vocabulary and concepts. This reinforces the notion put forward by Gultom and Oktaviani (2022) that possessing advanced English language skills allows students to understand intricate academic texts, typically laden with specialized terminology. Through proficient English abilities, students can adeptly decipher the content of scholarly articles, textbooks, and other academic materials, thereby comprehending essential concepts, theories, and information crucial for their academic pursuits.

Relationship Between Video Gaming and Students’ English Proficiency in Governor Generoso South District, Davao Oriental

The results of the analysis of the relationship between video gaming and students’ English proficiency in Governor Generoso South District, Davao Oriental, are presented. Bivariate correlation analysis using Pearson Product Moment Correlation was utilized to determine the relationship between the variables mentioned.

Moreover, result on the table shows that video gaming in terms of engagement and motivation; active learning; customized learning; and memory activity have significant positive

Table 3 shows that video gaming has a significant positive relationship with students’ English proficiency with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = 0.525, p < 0.05$). It means that as the extent of video gaming changes, students’ English proficiency also significantly changes. It suggests that video games provide a dynamic and engaging platform for students to interact with English language content, fostering active participation and reinforcing language skills. Through various gaming activities, students have the opportunity to practice and enhance their English language abilities in a supportive and interactive environment. This aligns with the research conducted by Soyooof and McLay (2019), indicating that video games offer an interactive educational setting in which students actively participate with English language material. Whether they are adhering to directions, solving puzzles, or engaging with fellow players online, students consistently utilize English in an immersive and dynamic environment, thereby strengthening their language abilities.

relationship with students’ English proficiency in Governor Generoso South District, Davao Oriental with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = 0.484,$

Table 1. Relationship Between Video Gaming and Students' English Proficiency in Governor Generoso South District, Davao Oriental

Variables	Students' English Proficiency	r-value	p-value
Engagement and Motivation	0.484**	0.000	Reject H0
Active Learning	0.612**	0.000	Reject H0
Customized Learning	0.521**	0.000	Reject H0
Memory Activity	0.587**	0.000	Reject H0
Overall Students' English Proficiency	0.525**	0.000	Reject H0

Note. *Significant @ $p < 0.05$. Legend: Perfect Correlation for $r = 1.00$; Strong Correlation for $0.7 \leq r < 1.00$; Moderate Correlation for $0.3 \leq r < 0.7$; Weak Correlation for $0.3 < r < 0.00$; No Correlation for $r = 0.00$.

$p < 0.05$), ($r = 0.612$, $p < 0.05$), ($r = 0.521$, $p < 0.05$), and ($r = 0.587$, $p < 0.05$), respectively. The statements capture the essence, emphasizing the cognitive benefits of engaging with certain types of video games. It suggests that video games that incorporate reading-based tasks provide opportunities for students to practice and enhance their reading comprehension skills in English. This aligns with the research conducted by Winaldo and Oktaviani (2022), which indicates that certain video games require players to solve puzzles, interpret clues, or read in-game texts to advance in the game. These tasks necessitate students to utilize their reading comprehension abilities, infer meaning from context, and extract pertinent information from written texts, thereby augmenting their capacity to understand and analyze English-language content.

Influence of Video Gaming on the Students' English Proficiency in Governor Generoso South District, Davao Oriental

The significance of the influence of video gaming on the students' English proficiency in Governor Generoso South District in Davao Oriental was analyzed using linear regression analysis. Table 4 shows that when video gaming in terms of engagement and motivation, active

learning, customized learning, and memory activity are considered predictors of students' English proficiency in Governor Generoso South District in Davao Oriental, the model is significant, as evident in the F-value of 79.322 with $p < 0.05$. It is therefore stated that the organizational management of school principals predicts the students' English proficiency. Meanwhile, the computed adjusted R² value of 0.523 indicates that video gaming has contributed significantly in the variability of students' English proficiency in Governor Generoso South District in Davao Oriental by 52.30%. In addition, table shows that video gaming in terms of engagement and motivation; active learning; and customized learning are significant when considered as predictors of students' English proficiency in Governor Generoso South District in Davao Oriental. This means that the extent of students' English proficiency increases by 0.146, 0.355, and 0.443 for each unit increase in video gaming, respectively. Thus, this leads to the rejection of null hypothesis that none of the domains of video gaming that significantly influence the students' English proficiency in Governor Generoso South District in Davao Oriental.

One imperative concern of this undertaking is to find out whether the theories that serve

as the framework of this study have been supported by the findings. As regards Bandura's

Table 2. Influence of Video Gaming on the Students’ English Proficiency in Governor Generoso South District, Davao Oriental

Domains	Students’ English Proficiency	B	Beta	S.E	p-value
Engagement and Motivation	.146**	.162	.056	.000	Reject H0
Active Learning	.355**	.534	.047	.000	Reject H0
Customized Learning	.443**	.171	.033	.000	Reject H0
Memory Activity	.045	.041	.002	.131	Accept H0

Note. R2 = 0.523; F-value = 79.322*; p-value = 0.000. **Significant @ p;0.05.

(1978) Social-Cognitive Theory, the research corroborates the notion that students could potentially emulate language usage, vocabulary, and communication strategies demonstrated by characters or fellow players, consequently shaping their own language-learning journey. Within video games, players are exposed to examples of proficient language usage, ranging from cohesive storylines to precise instructions and articulate character dialogue. By observing and imitating these linguistic models, students may adopt similar language patterns and structures in their own speech and writing.

4. Conclusions and Recommendations

This part of the paper presents the researcher’s conclusion and recommendation. The discussion is supported by the literature presented in the first chapters, and the conclusion is in accordance with statements of the problem presented in this study.

4.1. Findings—The primary objective of this study was to evaluate which domains of video gaming significantly influence the students’ English proficiency utilizing non-experimental quantitative design using descriptive-correlation technique. The researcher selected the 155 junior high school students in Governor Generoso South District in Davao Oriental as the respondents through stratified random sampling method. The researcher made use of modified and enhanced adapted survey questionnaires which was pilot tested in a nearby school to ensure high reliability and internal consistency of the items in the instrument. Video gaming in Governor Generoso South District in Davao Oriental got an overall mean of 3.36 with moderately extensive descriptive rating. Also, video gaming in terms of engagement and motivation; active learning; customized learning; and memory activity obtained the mean scores of 3.62, 3.34, 3.12, and 3.36, respectively. Students’ English proficiency in Governor Generoso South District in Davao Oriental has an overall mean of 3.41 with an extensive descriptive rating. Also, students’ English proficiency in terms of spoken tasks; comprehension; interaction strategy; quality of spoken performance; and writing tasks obtained the mean scores 3.36, 3.45, 3.30, 3.38, and 3.56, respectively. Video gaming has a significant positive relationship with the students’ English proficiency in Governor Generoso South District in Davao Oriental with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = .525, p;0.05$). More so, video gaming in terms of engagement and motivation; active learning; customized learning; and memory activity have significant positive relationship with students’ English proficiency in Governor Generoso South District in Davao Oriental with a p-value of .000 that is less than .05 level of significance (two-tailed) ($r = 0.484, p ; 0.05$),

($r = 0.612$, $p < 0.05$), ($r = 0.521$, $p < 0.05$), and ($r = 0.587$, $p < 0.05$) respectively. Video gaming significantly influence the students' English proficiency in Governor Generoso South District in Davao Oriental as evident on the F-value of 79.322 and $p < 0.05$. The r^2 value of 0.523 indicated that video gaming have contributed significantly to the variability of students' English proficiency by 52.30

4.2. Conclusions—Based on the findings of this study several conclusions were generated: Video gaming in Governor Generoso South District in Davao Oriental was moderately extensive indicating that that the deliberate incorporation of digital games and game-based approaches to enhance teaching, learning, and educational achievements is occasionally noted. This is consistent with the perspective presented by Karpova et al. (2021), suggesting that video games possess intrinsic appeal and have the capacity to hold students' interest for prolonged durations. Students' English proficiency in Governor Generoso South District in Davao Oriental was rated as extensive indicating that students frequently demonstrate their proficiency in comprehending, communicating, and interacting proficiently in English. This aligns with Neumann et al.'s (2019) assertion that possessing advanced English skills empowers individuals to establish connections and form relationships with individuals worldwide. Video gaming has a significant positive relationship with the students' English proficiency in Governor Generoso South District in Davao Oriental suggesting that video games provide a dynamic and engaging platform for students to interact with English language content, fostering active participation and reinforcing language skills. Through various gaming activities, students have the opportunity to practice and enhance their English language abilities in a supportive and interactive environment. This aligns with the research conducted by Soyloof and McLay (2019), indicating that video

games offer an interactive educational setting in which students actively participate with English language material. Overall, video gaming significantly influences the students' English proficiency in Governor Generoso South District in Davao Oriental. Video gaming in terms of engagement and motivation; active learning; and customized learning were found to be a significant predictors of students' English proficiency. This affirmed that students' English proficiency is a function of video gaming in Governor Generoso South District in Davao Oriental. This corroborates with Bandura's (1978) Social-Cognitive Theory that students could potentially emulate language usage, vocabulary, and communication strategies demonstrated by characters or fellow players, consequently shaping their own language learning journey.

4.3. Recommendations—The Department of Education (DepEd) should encourage the integration of well-designed educational video games into the curriculum to make language learning more engaging and effective. Educational video games have the inherent ability to captivate students' attention and foster active participation in learning activities. By leveraging the interactive and immersive nature of gaming, DepEd can create learning experiences that are inherently engaging and motivating for students. This increased engagement can lead to higher levels of participation, enthusiasm, and investment in language learning tasks. School administrators should ensure schools have the necessary technological infrastructure to support the use of educational games in language learning. School administrators are responsible for ensuring that schools have access to the appropriate technology needed to facilitate the use of educational games in language learning. This includes providing access to computers, tablets, interactive whiteboards, and other devices that can support gaming activities. Teachers should select educational games that align with language learning objectives and provide mean-

ingful language practice. Educational games should be selected based on their alignment with the curriculum and language learning objectives outlined by educational standards or learning frameworks. Teachers need to carefully review the content, features, and learning outcomes of games to ensure that they address specific language skills, vocabulary, grammar concepts, or communicative functions targeted in the curriculum. Students should actively engage in educational gaming experiences and seek out games that align with language learning goals. Actively engaging in educational gaming experiences can enhance students' motivation and interest in language learning. Games have the inherent ability to captivate students' attention, spark curiosity, and foster intrinsic motivation to learn. When students are actively involved in gaming activities, they are more likely to invest time and effort in language practice and seek out games that align with their language learning goals. Future researchers should compare the effectiveness of different types of educational games and gaming strategies on language proficiency. By comparing the effectiveness of various types of educational games and gaming strategies, researchers can identify best practices and evidence-based approaches for integrating gaming into language learning environments.

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