



The impact of foreign electronic games on Arabic language and culture in Saudi Arabia

Dr. Haya Ali Mohammed Al Mgirah* 

HAALMGIRAH@pnu.edu.sa

Dr. Aida Saeed Al-Basala** 

asalbasalah@pnu.edu.sa

Dr. Hamood Mohammed Al-Rumhi*** 

hamood@squ.edu.om

Abstract:

This paper explores the phenomenon of electronic games from a linguistic perspective, focusing on their impact on education, culture, communication, and language acquisition and highlighting the impact of these games on language and culture in Saudi Arabia. A closed-ended questionnaire was distributed electronically to a sample of 170 participants. Statistical analysis was conducted using SPSS and Smart PLS4 programs. The results revealed that the majority of youth, regardless of gender, increasingly use electronic games in foreign languages—primarily English. Playing electronic games has reinforced the dominance of English over Arabic, leading to a gradual decline in the use of the native language. This preference is largely influenced by the perception that foreign languages, particularly English, are associated with prestige and higher social status. The prevalence of foreign-language games is further supported by their high quality and accessibility via the internet and mobile applications, in addition to peer influence. The study recommends promoting the development of innovative Arabic-language games, encouraging local game developers, dubbing foreign games into Arabic, and replacing foreign character names with culturally relevant Arabic alternatives to preserve identity and appeal to younger generations.

Keywords: Electronic games, Education fields, Communication, Identity preservation, Language acquisition.

* PhD in Grammar and Linguistics, Department of Arabic Language and Literature, College of Humanities and Social Sciences, Princess Nourah bint Abdulrahman University, Saudi Arabia.

** Professor of Linguistics (Syntax, Morphology, and Language), Department of Arabic Language, College of Humanities and Social Sciences, Princess Nourah bint Abdulaziz University, Saudi Arabia.

*** Assistant Professor of Linguistics, Department of Arabic Language and Literature, College of Arts and Social Sciences, Sultan Qaboos University, Sultanate of Oman.

Cite this article as: Al Mgirah, H. A. M., & Al-Basala, A. S. & Al-Rumahi, H. M. (2025). The impact of foreign electronic games on Arabic language and culture in Saudi Arabia, *Arts for Linguistic & Literary Studies*, 7(3): 634-659. <https://doi.org/10.53286/arts.v7i3.2715>

© This material is published under the license of Attribution 4.0 International (CC BY 4.0), which allows the user to copy and redistribute the material in any medium or format. It also allows adapting, transforming or adding to the material for any purpose, even commercially, as long as such modifications are highlighted and the material is credited to its author.



أثر الألعاب الإلكترونية على اللغة العربية والثقافة في المملكة العربية السعودية

د. عائدة بنت سعيد البصلة**


asalbasalah@pnu.edu.sa

د. هياء بنت علي بن محمد آل مغيرة*


HAALMGIRAH@pnu.edu.sa

د. حمود بن محمد الرمحي***


hamood@squ.edu.om

المخلص:

يتناول هذا البحث ظاهرة الألعاب الإلكترونية من منظور لغوي، مركّزاً على تأثيرها في مجالات التعليم، والثقافة، والتواصل، واكتساب اللغة، مع تسليط الضوء على أثر هذه الألعاب على اللغة العربية والهوية الثقافية في المملكة العربية السعودية. وكانت أداة الدراسة استبانة إلكترونية تحوي أسئلة مغلقة تم توزيعها على عينة قوامها 170 مشاركاً ومشاركة. وتم تحليل البيانات إحصائياً باستخدام برنامجي (SPSS) و (Smart PLS4) وكشفت النتائج أن غالبية الشباب - بغض النظر عن النوع الاجتماعي - يستخدمون الألعاب الإلكترونية بلغات أجنبية (لا سيما الإنجليزية) بشكل متزايد. وقد لوحظ أن ممارسة الألعاب الإلكترونية عززت هيمنة اللغة الإنجليزية على حساب العربية، مما أدى إلى تراجع مطرد في استخدام اللغة الأم. يُعزى هذا التوجه أساساً إلى تصور الربط بين اللغات الأجنبية (وخاصة الإنجليزية) وبين الهوية والمكانة الاجتماعية الأعلى. كما يدعم انتشار الألعاب بلغات أجنبية عوامل جودتها الفنية العالية وإتاحتها عبر الإنترنت وتطبيقات الهواتف الذكية، إضافة إلى تأثير الأقران. توصي الدراسة بتعزيز تطوير ألعاب عربية مبتكرة، وتشجيع المطورين المحليين، ودبلجة الألعاب الأجنبية إلى العربية، واستبدال أسماء الشخصيات الأجنبية بأسماء عربية ذات دلالات ثقافية ملائمة؛ وذلك لحماية الهوية وجذب الأجيال الشابة.

الكلمات المفتاحية: الألعاب الإلكترونية، مجالات التعليم، التواصل، حماية الهوية، اكتساب اللغة.

* دكتوراه في النحو واللغة، قسم اللغة العربية وآدابها، كلية العلوم الإنسانية والاجتماعية، جامعة الأميرة نورة بنت عبد الرحمن، المملكة العربية السعودية.

** أستاذ اللسانيات (النحو والصرف واللغة)، قسم اللغة العربية، كلية العلوم الإنسانية والاجتماعية، جامعة الأميرة نورة بنت عبد العزيز، المملكة العربية السعودية.

*** أستاذ اللسانيات المساعد، قسم اللغة العربية وآدابها، كلية الآداب والعلوم الاجتماعية، جامعة السلطان قابوس، سلطنة عمان.

للاقتباس: آل مغيرة، ه. ع. م.، والبصلة، ع. س.، والرمحي، ح. م. (2025). أثر الألعاب الإلكترونية على اللغة العربية والثقافة في المملكة العربية السعودية، *الآداب للدراسات اللغوية والأدبية*، 7 (3): 634-659. <https://doi.org/10.53286/arts.v7i3.2715>

© نشر هذا البحث وفقاً لشروط الرخصة Attribution 4.0 International (CC BY 4.0)، التي تسمح بنسخ البحث وتوزيعه ونقله بأي شكل من الأشكال، كما تسمح بتكييف البحث أو تحويله أو إضافته إليه لأي غرض كان، بما في ذلك الأغراض التجارية، شريطة نسبة العمل إلى صاحبه مع بيان أي تعديلات أجريت عليه.



1. Introduction:

The 21st century has witnessed tremendous technological advancement that has reshaped various aspects of human life, particularly in the fields of communication, education, and entertainment. Among these changes, electronic games have emerged as a prominent feature of modern digital culture. With the widespread availability of computers and mobile devices, electronic games have become deeply embedded in the daily lives of individuals especially younger generations offering accessible and immersive experiences. These games not only provide entertainment but also contribute to cognitive development by enhancing perception, memory, attention, and anticipation skills (Hassan, 2017).

In addition to their psychological and recreational value, electronic games serve as influential tools in the spread of foreign languages. Many popular games are designed in English or other global languages, requiring players to interact with foreign-language content through game narratives, menus, instructions, and online multiplayer communication. As such, players especially youth are often exposed to new vocabulary, linguistic structures, and cultural references in an engaging, context-rich environment. This phenomenon has contributed to the growing prevalence of global languages in everyday interactions and informal learning contexts, especially in non-English-speaking countries like Saudi Arabia.

Language plays a crucial role in shaping cultural identity and social cohesion. It functions not merely as a communication tool but also as a vessel of cultural heritage and collective memory. As Mohammed (2021) aptly stated:

"Language is an important part of culture. Societies express themselves, their relationships, and their educational systems through language. These are intrinsically linked to culture. Without language, societies become silent entities. Preserving a society's language is akin to preserving that society's culture and identity (p.9)."

In light of this, the increasing exposure to foreign languages through electronic games raises critical questions about the influence of digital games on local languages and cultural identities in the Kingdom of Saudi Arabia.

Major powers of the developed countries that control global technology and economies have attempted to spread and promote their languages by marketing them through inventions and innovations that have transformed communication and both spoken and written discourse. The language embedded in their software and technological tools—which compete fiercely in the global market and are promoted extensively by their media—has advanced and become dominant (Anizan, 2020, p. 201). As languages competed, each striving for prominence, a phenomenon known as the "language struggle" emerged. English has been classified as the most widely used language globally, not solely for educational purposes but also



due to key reasons such as entertainment, gaming, and psychological tourism. Young people, in particular, use a "strange language" on communication platforms, blogs, forums, and in their daily interactions and games—one that deviates from traditional grammar and is understood only by youth. This "language" includes numerous unusual words, bizarre abbreviations, and humorous expressions, and is characterized by replacing Arabic letters with numbers or symbols that are difficult for the average reader to understand. For example, using the number "3" for the Arabic letter "ع", "7" for "ح", "2" for "ء", as well as using "Hello" instead of "السلام عليكم" or "مرحبا", "OK" instead of "أوافق" or "حسنًا", and "Bye" instead of "إلى اللقاء" or "مع السلامة". They have underestimated the matter and didn't bother using the Arabized words approved by Arabic language academies. They glorified foreign terms to the point of preferring them over Arabic ones—for instance, using "telephone" instead of "هاتف", "mobile" instead of "جوال", "radio" instead of "مذياع", "computer" instead of "حاسوب", and "bridge" ("كوبري") instead of "جسر", etc. (Mohammed, 2021).

Hence, it is crucial to highlight the impact of foreign languages used in electronic games on the Arabic language and its use among the youth in Saudi Arabia. Video games appear to be a new educational trend, with technology brought into the realm of enjoyment, now also proving to be a potential educational medium. New devices will replace them—though they cannot be considered a full substitute for learning (Vásquez & Ovalle, 2019). It is worth noting that judgments about video games vary depending on their effects on users. It is important to note that digital games have taken a central role in the entertainment industry. They have evolved from being part of education to becoming a key form of entertainment worldwide. A language struggle exists within these games too, as most of them use English, regardless of where they are played or the social and economic benefits they provide in different sectors (Rebhi et al., 2023). Conversely, some downsides have also been identified, including the risk that high interactivity may hinder vocabulary acquisition and learning, the fact that not all games effectively support language learning, and the lack of awareness among language teachers and learners about exceptional educational computer games (Klimova & Kacet, 2017). Another negative aspect is the societal perception of video games, which often focuses on the negative impacts portrayed by the media or discussed personally in social gatherings—such as the belief that these games are a waste of time, isolate individuals from vital life skills and family or social relationships, or encourage violence, profanity, and social isolation (Hassan, 2017). A third, more overlooked, negative effect of these games—which this study aims to highlight—is their role in the dominance of foreign languages, especially English, since most games are in that language. This has led to its spread and dominance over the native language of children, as reflected in the vocabulary and terms they use from the gaming world, which in turn overshadows their mother tongue.

Building on the aforementioned context, this study, therefore, aims to explore the impact of foreign electronic games on Arabic language and culture in Saudi Arabia. Additionally, it investigates how language use within gaming environments contributes to language acquisition, cultural exchange, and potential linguistic shifts among Saudi youth. The objective is to shed light on this phenomenon, which, to our knowledge, has not been the sole focus of prior studies. It is essential that those invested in the Arabic language work to compete with these digital games by presenting alternatives to students, youth, and adults that preserve identity, traditions, and values—and prevent the dominance of foreign languages at the expense of Arabic. These games have gone beyond the classroom to permeate homes, markets, entertainment venues, and other areas of life. "They have become the primary preoccupation of today's children, capturing their minds and interests. They are no longer limited to the young but have also become an obsession for many youths and even adults" (Al-Hadlaq, 2012, p 165).

1.2. Statement of problem

Despite the growing body of research on the psychological, educational, and behavioral impacts of electronic games, the linguistic dimension—particularly the role of these games in promoting foreign language dominance and marginalizing the Arabic language—remains underexplored. The rapid spread of foreign-language games, especially in English, among Arab youth has led to noticeable shifts in language preference and use, while efforts to localize and *arabize* game content are still limited and largely ineffective. This gap calls for an in-depth investigation into how gaming culture contributes to language globalization and affects linguistic identity in the Saudi context. In light of the above problem, this study seeks to explore the linguistic and cultural implications of foreign-language electronic games on Saudi youth. It aims to understand the factors behind the growing preference for such games, their linguistic content, and their potential influence on Arabic usage and identity. To achieve this, the study addresses the following central and subsidiary questions:

1.3. Question of study:

The present study attempts to find answers to the following main and sub-questions:

1.3.1. Main question

1. What impact do electronic games exert on Arabic language usage among youth in Saudi Arabia?

1.3.2. Sub-questions:

1. What factors contribute to the preference for electronic games in foreign languages over Arabic or dubbed alternatives among Saudi youth?

2. Which foreign-language electronic games are most popular, and how do their content and communicative features influence users' language exposure and usage?

3. What are the age and gender-related patterns in playing foreign-language electronic games in Saudi Arabia?

4. How do foreign-language electronic games influence users' linguistic identity and cultural affiliation, particularly in relation to Arabic?

5. What strategies and policy recommendations can be proposed to promote Arabic-language content in gaming and mitigate the linguistic impact of foreign-language game dominance?

1.4. Aim and Objectives:

1. To identify the impact E- games have on Arabic usage among younger generation in Saudi Arabia.
2. To determine the names of the most popular and widely used online games, their purposes, and their effects on language usage.
3. To identify the age group that engages the most in electronic gaming for entertainment purposes, across both genders.
4. To propose recommendations and solutions for preserving the Arabic language, identity, and culture, and for limiting the globalization of foreign languages through these electronic games.
5. To draw the attention of decision-makers and Arab manufacturing companies to the gaps that, if addressed, could resolve product stagnation and foster a preference for their products among younger generations—thereby promoting the dominance of the Arabic language and resisting the globalization of foreign languages.

1.5. Significance of the Study

This study significance is three-fold. Firstly, academically speaking, it fills a critical research gap by addressing the underexplored intersection between electronic games and language struggle, especially in non-English-speaking contexts like Saudi Arabia. It extends the scope of linguistic and cultural studies into the field of digital entertainment and youth behavior. Moreover, the study is of linguistic and cultural relevance, highlighting the marginalization of Arabic language and its potential long-term implications on cultural identity, and offering insights into how electronic games influence language choice and communication patterns among Saudi youth. Secondly, considering the likely impact on education and policy, the study findings can inform language planning, cultural policy, and educational strategies, especially in relation to digital content localization and the Arabization of global media. This could help stakeholders counterbalance the dominance of foreign languages in digital spaces. Thirdly, the study is situated at the intersection of industry relevance and social relevance. It highlights opportunities for Arabic content developers and game designers to enhance their products' appeal to younger generations, thereby contributing to the promotion of Arabic language and culture through competitive digital offerings. Besides, it raises awareness among parents,



educators, and decision-makers about the linguistic consequences of unregulated digital exposure, encouraging more culturally conscious choices in entertainment and media.

2. Theoretical background

2.1. Electronic games: Definition & Types

Electronic games have attracted considerable scholarly attention. They have been defined and classified extensively. According to Mutawa, (2020), electronic games are defined as "an organized activity, selected and employed to achieve specific goals, the most important of which is overcoming the difficulty. While playing, the child enjoys and interacts positively with the computer, practices thinking, makes quick decisions by himself, learns patience and perseverance or violence and fighting, and reaches enhanced results" (p.19). Moreover, electronic games refer to all types of games available on electronic devices, including computer games, Internet games, video games (PlayStation), mobile phone games, and games for adaptive or mobile devices (Al-Hadlaq, 2012, p. 157). For Mansi (2012: 189), such electronic games are used to imply "a type of game that appears on a video screen, computer, or television that is enjoyed by the individual, and is accompanied by a state of tension, turmoil, anticipation, and fun that the individual lives with and this game is played by one or more individuals and has a specific goal in which in the end win or lose." They are also: "those games that are displayed on television screens, on computers, through electronic tablets or through smartphones that provide the individual with pleasure through the challenge of using the hand with the eye (Al-Sawalha, 2016, p. 183)

Electronic game types include fun and exciting games, intelligence games, sports games, adventure games, action games, and military strategy games (Aqib & Larari, 2019). Al-Shahrouri (2008) defines them as "a type of game presented on a television screen (video games) or a computer screen (computer games), which provide individuals with enjoyment by challenging their hand-eye coordination (visual/motor coordination), or by testing their mental capabilities, and this is achieved through the development of electronic programs" (p. 31). Similarly, Bakka (2015) considers them a mental or physical activity performed by individuals, whether young or old, to satisfy various needs, such as releasing excess energy. The significance of these games varies according to different age groups (p. 18). Ramadan (2020) defines play as a free activity practiced by people of all age groups, aimed at enjoyment, spending leisure time, forming friendships, and discovering and acquiring new information. Electronic games have widely spread in their various forms, sizes, types, and languages. This spread has been met with increasing demand by people of all age groups, as these games have gained wide popularity and a strong ability to attract players. For many, they have become a hobby that occupies most of their time, drawing them in with visuals, colors, imagination, and adventure. The increased popularity of these games has also been aided by the elimination of geographical



boundaries among youth, turning the act of playing electronic games into a means of relaxation and recreation (Scheoner, 2001, p. 223). Playing is considered an essential activity in adolescents' lives. The German philosopher Spencer believed that play is a way for humans to expend excess energy, making games an ideal outlet for releasing this surplus energy (Bakka, 2015, p. 19).

2.2. Impact of E-games on Arabic language and culture in Saudi Arabia

Electronic games have a significant, multifaceted impact on Arabic linguistic and cultural identity. While they offer opportunities for language learning, cultural preservation, and intercultural understanding, they also present challenges related to linguistic dominance and cultural representation. Thoughtful game design, educational integration, and a focus on cultural relevance are essential to harnessing the positive potential of electronic games while mitigating potential negative impacts. The influence of e-games on the Arabic language and culture in Saudi Arabia is a complex phenomenon with both positive and negative aspects. These games, often global in nature, introduce new linguistic elements and cultural values that interact with local traditions and the Arabic language (Al-Khamees et al., 2022). This interaction is particularly noticeable among younger generations, who are avid consumers of digital entertainment (Zafar et al., 2014). One key aspect is the linguistic impact. E-games can introduce new slang and terminology, sometimes derived from English or other foreign languages, which then get integrated into the everyday speech of Saudi gamers (Al-Khamees et al., 2022). This phenomenon can lead to concerns about the purity and preservation of the Arabic language, as highlighted by Alotaibi (2024) who emphasizes the importance of Arabic content in advertising and media within Saudi Arabia. While the introduction of foreign words is not inherently negative, the extent and nature of their integration can affect the perception and usage of the Arabic language, potentially diluting its traditional forms (Alamri, 2024).

Conversely, e-games also present opportunities to promote and preserve the Arabic language. Some games incorporate Arabic language learning tools or feature Arabic as a primary language option. Exploring the benefits of Mobile Legends in developing Arabic language skills, noting the potential for positive impacts on learning (Husna et al., 2024). Digital game-based learning can enhance students' communication performance in Arabic (Ghani & Daud, 2023). Investigating students' perceptions of learning Arabic through digital games, the two authors found that e-games can offer an engaging and effective method for language acquisition. Furthermore, the localization of video games into Arabic is a growing field, as noted by Alotaibi & Tuhaitah (2021), which can help ensure that Arabic speakers have access to culturally relevant and linguistically appropriate gaming content.

Culturally, e-games can act as a conduct for both Western and global cultural values. While some games may promote values that are in conflict with traditional Saudi culture, others can be adapted or

designed to reflect and reinforce local cultural norms (hanbazazah et al., 2023). Alkhashil's (2024) study on Saudi gamers' perspectives on historical characters in digital games indicates an interest in exploring historical narratives through gaming, which aligns with Saudi Vision 2030's goals. This suggests that e-games can be a tool for cultural education and preservation if they are thoughtfully designed and curated.

The Saudi government's focus on technology and entertainment, as indicated by cultural policy aspirations, also plays a significant role (Al-Khamees et al., 2022). Investments in the gaming industry and the promotion of e-sports can create opportunities for local game developers to create content that reflects Saudi culture and values. Hanbazazah et al. (2023) conducted a comparative analysis of advergames in the United Kingdom and Saudi Arabia, highlighting the potential for cultural outcomes to be influenced by game content. However, challenges remain. Rocci Luppicini and Eman Walabe's exploration of socio-cultural aspects of e-learning delivery in Saudi Arabia underscores the importance of addressing cultural sensitivities and ensuring that digital content is appropriate for the local context (Luppicini & Walabe, 2021). Cultural values in Saudi Arabia, such as high-power distance and collectivism, as indicated in the study by Nafeth Al Hashlamoun, also affect the way e-learning and digital entertainment are received and integrated into daily life (Hashlamoun, 2020)

Several factors mediate the cultural and linguistic impact of e-games, and digital game-based learning could enable new interplay between cultural identity, motivation for language learning, and perceived Arabic proficiency among international students in Saudi Arabia has been emphasized (Alenezi, 2025). This interplay suggests that a strong sense of cultural identity can positively influence the motivation to learn and maintain the Arabic language, even amidst the influence of global digital content. Based on current trends, a hypothetical scenario might involve increased collaboration between game developers and cultural experts to create e-games that promote Arabic language and culture in engaging ways. This could involve incorporating traditional stories, historical figures, and Arabic calligraphy into game narratives and design (Ali & Suresha, 2020). Such initiatives could harness the popularity of e-games to foster a deeper appreciation for Saudi heritage and language among younger generations. phenomenon can lead to concerns about the purity and preservation of the Arabic language, as highlighted by Alotaibi (2024), who emphasizes the importance of Arabic content in advertising and media within Saudi Arabia. While the introduction of foreign words is not inherently negative, the extent and nature of their integration can affect the perception and usage of the Arabic language, potentially diluting its traditional forms (Alkhashli, 2024).

It is worth noting that a study on the impact of electronic games on children's linguistic and social intelligence in Saudi Arabia found no effect of electronic games on linguistic intelligence, but found an impact on social intelligence. Gender was a factor influencing the relationship between games and social intelligence



but not linguistic intelligence. The study recommended the development of Arabic electronic games that can compete with imported ones in terms of concept, design, and visual appeal—games that reflect Arab and Islamic values and are tailored to the Muslim child's needs and aspirations (Hassan, 2017). Gaps still exist in localizing Arabic video games or translating them into Arabic, including technical, linguistic, and cultural issues. Technical problems include Arabic text formatting and game variables, as well as translation agreements. Linguistic challenges involve Arabic gaming terms and abbreviations, and translating character names and titles into Arabic. Cultural challenges include addressing issues like nudity and profanity (Al-Batineh, 2021). Regarding the common stereotype that electronic games affect boys more than girls, some studies have shown that the negative impact is actually greater on girls, as boys can go outside to play while girls often stay home and resort to video games, leading to increased isolation from friends and family.

It is also appropriate to discuss the relationship between these games, memory, and intelligence. The effect on memory varies depending on the type of games played by students and their influence on all components of working memory (El-Sayed et al., 2021). Finally, we must state that the existing studies have focused on the educational importance of electronic games, documented their pros and cons, and highlighted their role in enhancing foreign language knowledge. However, they have not yet examined the widespread, real-life use of these games for entertainment across genders, nor have they evaluated how willing participants are to reduce the globalization of foreign languages or their awareness of the importance of preserving the Arabic language and identity. We must also acknowledge that one of the most overlooked aspects in our research is the fact that video games have spread widely and are no longer limited to a specific age or device. Therefore, there is potential to leverage video games to support Arabic language learning and preserve its identity while resisting foreign language dominance, especially now that they are accessible across multiple platforms and no longer confined to gaming consoles, "as they can now even be played on personal mobile phones" (Al-Qubaisi, 2015, p.15).

2.3. Previous Studies

Considerable research has been carried out on electronic games. Previous studies have also examined the impact of games on psychological and social behavior, delinquency, aggression, health, study habits, intelligence, and cognitive and discrimination skills. However, no study was found to have explicitly examined the effect of these games on language globalization. Among the studies referenced (not exhaustively), we mention the following:

1- Al-Qassim (2011) aimed to identify the effect of electronic games on aggressive behavior and violence among students in schools across the Kingdom. Using the descriptive correlational method, the study



involved 531 students. Key findings revealed that students who played combat and war games exhibited higher levels of aggression, and those who spent more hours playing were also more aggressive.

2-Naif (2012) aimed to identify the pros and cons of electronic games and the motivations behind playing them from the perspective of parents of children aged 7–15. The study surveyed 50 parents using a 45-item questionnaire and a descriptive-analytical method. Key findings included: * Children tend to play combat-style games, which increases aggressive behavior. Children spent an average of 6.16 hours daily on games, leading to social isolation. 93% of parents agreed that their children's behavior changed after playing electronic games.

3-Al-Ziyoudi (2015) aimed to measure the educational impacts of electronic game use by children, as perceived by teachers and parents of elementary school students in Medina. The study used a descriptive survey approach and two questionnaires (for teachers and parents) covering 40 items. The sample included 336 teachers, and 500 parents selected randomly. Results indicated negative impacts such as school violence and positive ones such as improved learning skills. Parents expressed concern and called for more governmental oversight, including proper labeling of games and age-appropriate guidance.

4-Moshri (2017) investigated the impact of electronic games on the academic performance of Algerian students via smartphones. Using a survey method and a sample of 100 parents in Oum El Bouaghi, results indicated: * Most students played games daily on smartphones. * Excessive game use negatively affected academic performance.

5- Al-Sherbini (2017) explored the prevalence of electronic games among university youth through new media platforms. Using a descriptive method and a purposive sample of 450 gamers, the study found that youth mainly discovered games through: Game blogs, websites, Facebook, YouTube, Instagram, Flickr, followed by friends and finally search engines. Smartphones were the most commonly used media for gaming among university students.

6-Al-Ansari (2019) examined how electronic games influence children's cultural development. Conducted in Saudi Arabia, the study included 151 parents surveyed via questionnaire. Results highlighted positive effects such as building cultural awareness and familiarity with modern technology, recreation during leisure time, enhanced initiative, learning by trial and error, and building confidence and risk-taking abilities within social contexts.

7-Govender & Moreno (2021) tested digital games in language learning settings. Although there was some consensus on the most common design elements, significant variation was found based on age group and target language skill. The study called for more research on less common but promising design elements that may enhance language acquisition.



8- Mojjoz (2022) aimed to identify the positive and negative effects of electronic games on individuals and society. The study emphasized that such games are a double-edged sword. Positives included encouraging reflection and creative problem-solving, fostering social relationships, initiative, planning, and a sense of achievement, helping improve English skills. Negatives included harmful effects on health, behavior, mental well-being, religion, traditions, and cultural norms.

9-Chowdhury L. et al. (2024) based on constructivist, motivational, dual-coding, and experiential learning theories, examined vocabulary learning among elementary EFL learners in game-based learning contexts. Findings showed that interrelated factors like creativity, agency, manipulation, intrinsic motivation, and contextual learning contributed to enjoyable and effective language learning experiences. Recommendations included enhancing visual aspects, technical skills, learner agency, and focusing on generative and enjoyable learning experiences in future game-based language learning designs.

10-Esteban (March 2024) reviewed 18 articles published between 2014 and 2023 from Scopus, Web of Science (WoS), and ERIC databases. The study found a positive impact of digital games on contextual vocabulary acquisition, oral communication skills, and grammar learning—surpassing traditional language teaching methods. It confirmed the benefits of digital games in language education.

2.4. Research Gap

While the majority of previous studies have addressed the effects of electronic games on various aspects of individuals' lives—such as aggression, academic performance, and cultural development, few have explicitly examined the impact of these games on language globalization. Although studies have explored the role of electronic games in language education, vocabulary acquisition, and communication, the issue of how these games contribute to the dominance of foreign languages, particularly English, and the subsequent marginalization of local languages like Arabic, remains largely unexplored. Furthermore, existing studies primarily focus on the educational, psychological, and behavioral outcomes of gaming, without fully investigating the linguistic consequences of frequent exposure to foreign-language games. There is a noticeable lack of research exploring the cultural and linguistic shifts induced by electronic gaming, particularly in non-native language contexts. The impact of these games on language identity, particularly in societies with a rich linguistic heritage, is an under-researched area. Therefore, this study aims to fill this gap by focusing specifically on the globalization of language through electronic gaming and its effects on language acquisition, cultural identity, and the decline of local languages. Additionally, it will explore the role of language in shaping social dynamics within the gaming environment, with particular attention to the growing preference for English over native languages like Arabic.

3. Methodology of the Study

This study adopts a descriptive-analytical approach to explore the role and impact of electronic games in promoting foreign language dominance and marginalizing Arabic language usage among Saudi youth. The

research focused on collecting both quantitative and qualitative data to ensure a comprehensive understanding of the phenomenon.

3.1. Study Population and Sample:

The target population consists of 170 Saudi youth (aged 12–30) who actively engage with electronic games. A stratified random sampling method was used to ensure representation across age groups, genders, and educational levels. The sample size was determined using appropriate statistical formulas for social science research to ensure reliability and generalizability. The sample comprised 100 females (58.8%) and 70 males (42.2%), with 60% as minors under the age of 18, whose geographical concentration is in the central region. For a fully detailed understanding of the sample selection process and criteria, see Table 3 in the data analysis techniques 3.3.

3.2. Data Collection Tools:

A questionnaire was developed as the major data collection tool, distributed online. It included 42 closed questions covering gaming habits, language preferences, perceived impacts on Arabic usage, and cultural identity. The questionnaire was divided into two parts. The first part addressed general questions such as (age, gender, the region where the child lives in Saudi Arabia, whether the mother, father, or others monitor children playing electronic games under the age of majority, and the educational level of the mother, father, or other caregivers). The second part included the core statements of the questionnaire that test the validity of the hypotheses. The statements were categorized using a five-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Table 1 below shows distribution of questionnaire items into categories

Table (1)

showing distribution of items corresponding to each dimension and number of statements

Dimension	No. of Articles	Data type
First dimension	5	General Information
Second dimension	12	E-games practice related information
Third dimension	14	E-games methods and impact
Fourth dimension	11	Proposals for preserving Arabic language and cultural identity
Total	42	Closed statements only

3.2.1. Validity and Reliability of the Measurement Model

In social science research, the reliability and validity of measurement instruments are fundamental to ensuring the accuracy and consistency of results. Among the most widely employed tools for evaluating these properties are Cronbach's Alpha and Composite Reliability (CR). The evaluation is typically conducted in two stages: reliability and validity assessment.

Reliability pertains to the internal consistency of the measurement tool—its capacity to yield stable and consistent results across repeated applications to the same population. Cronbach's Alpha is commonly used for this purpose, with values ranging from 0 to 1. A coefficient above 0.70 is generally considered acceptable, whereas values exceeding 0.90 suggest excellent reliability (Taber, 2018). In the current study, the overall Cronbach's Alpha coefficient was 0.987, indicating outstanding internal consistency across all questionnaire items (see Table 2).

Table 2

measuring degree of reliability and validity

Results	General data	A bout Games	Game effects	Suggestions
Cronbach's alpha	0.785	0.723	0.654	0.719
Composite reliability (rho_c)	0.752	0.734	0.760	0.792
Composite reliability (rho_a)	0.750	0.739	0.755	0.714
Average variance extracted (AVE)	0.574	0.564	0.607	0.595

Validity, in contrast, examines the extent to which the instrument accurately measures the intended constructs. This study employed both Composite Reliability (ρ_c) and Average Variance Extracted (AVE) to assess convergent validity. All CR values exceeded the recommended threshold of 0.60, and all AVE values were above 0.50, confirming the convergent validity of the constructs included in the model (Hair et al., 2017).

3.3 Data Analysis Techniques:

Quantitative data analyzed using descriptive statistics (frequencies, percentages, and means) and inferential statistics using software like SPSS.

Qualitative responses analyzed thematically to identify recurring patterns related to linguistic and cultural effects. The calculated average value of 3 represents the hypothetical midpoint of the study. Thus, if the mean of a statement exceeds this midpoint (3), it indicates that the participants agree with the statement. The analysis then derives quantitative indicators to interpret qualitative questions, using descriptive statistics (frequencies and means) and inferential statistics by measuring (the quality and fit of the measurement

model, assessing the coefficient of determination, and conducting path analysis). Table 3 below illustrates general data analysis.

Table (3)

General Data Analysis

Figure	Variable	Category	Frequencies	%
1	Age	Less than 9 years	18	10.6
		9 and less than12	26	15.3
		12 and less than15	38	22.4
		15 and less than18	30	17.6
		18 and less than21	40	23.5
		more than 21	18	10.6
2	Gender	male	70	41.2
		female	100	58.8
		Central Region	116	68.2
		Eastern Province	12	7.1
3	Residential area	Western Region	14	8.2
		Northern Region	10	5.9
		Southern Region	16	9.4
	Do the mother, father or others follow the children who play this game under the age of majority	Mother	90	52.9
		father	74	43.5
		Someone else)specify(	6	3.5
4	Educational level of mother, father or others who follow up minor children	Bandai	16	9.4
		medium	28	16.5
		secondary	24	14.1
		University and above	102	60.0

3.3.1. Coefficient of Determination and Model Fit

The explanatory power of the structural model was assessed using the coefficient of determination (R^2) and the adjusted R^2 values. These coefficients indicate the proportion of variance in the dependent

variable explained by the independent variables. R^2 values closer to 1 denote stronger explanatory capacity. Table 4 below illustrates these values

Table (4)

the coefficient of determination ,the modified coefficient of determination and the scale of suitability of the model

Results	General data	A bout Games	Game effects	Suggestions
R-square	-	0.113	0.182	0.784
R-square adjusted	-	0.102	0.172	0.782
goodness of fit GOF	0.25	0.27	0.26	0.25

As indicated in Table 4, the R^2 value for the "Proposals for Solutions" dimension was 0.784, demonstrating a high level of explained variance. The other dimensions displayed moderate levels of explanatory power. The model's overall Goodness of Fit (GOF) ranged between 0.25 and 0.27, which is classified as a medium fit. According to Wetzels et al. (2009), a GOF value above 0.36 denotes a high model fit, values between 0.25 and 0.36 indicate a medium fit, and values below 0.25 suggest a low fit.

3.3.2. Multicollinearity Assessment

To ensure the absence of multicollinearity, the Variance Inflation Factor (VIF) was examined. Multicollinearity can inflate standard errors and distort regression estimates. A VIF value below 3 is typically considered indicative of an acceptable level of collinearity, though some researchers extend the threshold to 5. Table 5 below shows multicollinearity values

Table 5

showing Variance Inflation Coefficient VIF results

Results	General data	A bout Games	Game effects	Suggestions
General data	-	1.690	1.023	
About Games	—	-	—	1.101
Game effects	—	—	-	1.181
Suggestions				-

As presented in Table 5, all VIF values were below 3, confirming that multicollinearity was not a concern and that the regression coefficients are reliable and interpretable.

3.3.3. Path Analysis

Path analysis was conducted using Partial Least Squares Structural Equation Modeling (PLS-SEM) to evaluate the relationships among latent variables. This technique provides estimates of the strength and significance of hypothesized relationships. Figure 1 illustrates this point:

Figure (1) showing track analysis of the dimensions of the study variables

As depicted in Figure 1, the path coefficient from “General Data” to the “Games” dimension was 0.336, while the impact of “Games” was negative at -0.426. The model’s overall explanatory power reached 0.886, indicating a robust model capable of explaining the proposed hypotheses effectively. All path coefficients were statistically significant at the $p < 0.05$ level, reinforcing the model’s validity and confirming its reliability in capturing the dynamics among the study’s variables.

4. Results and Findings based on study questions

Main Question

1. What impact do electronic games exert on Arabic language usage among youth in Saudi Arabia?

Findings:

The analysis revealed that electronic games, especially those in English, have a huge impact on Arabic usage in spreading foreign vocabulary and communicative norms among Saudi youth. A notable proportion of participants (73.6%) reported playing games in English, and 30.6% preferred writing in English during gameplay. This strong exposure fosters linguistic familiarity with English and contributes to reduced usage and emotional attachment to Arabic, especially among frequent players. The relationship between frequent gaming and the diminishing presence of Arabic in informal communication was statistically significant, answering the main question.

Sub-questions:

Q-1: What factors contribute to the preference for electronic games in foreign languages over Arabic or dubbed alternatives among Saudi youth’s findings:

Data analysis showed that respondents are highly attracted to foreign games due to their excitement, quality, graphics, interactivity, and imaginative appeal. Many described foreign games as “interesting, exciting, wonderful, and not boring.” Additionally, social influence plays a strong role, as participants prefer games that their friends also enjoy, often favoring English-based platforms. 44.7% of participants had never tried Arabic games, citing lack of awareness or insufficient appeal. These results provide an answer to Q1.

Q.2. Which foreign-language electronic games are most popular, and how do their content and communicative features influence users’ language exposure and usage?

Findings:

The top games mentioned by participants included Call of Duty, Fortnite, PUBG, Minecraft, and Roblox, all of which are primarily developed in English. These games expose users to a wide array of English vocabulary and communication practices, including slang, strategic terms, and informal expressions. The data indicates that these games serve as consistent sources of foreign language immersion, addressing Q.2.



Q. 3. What are the age and gender-related patterns in playing foreign-language electronic games in Saudi Arabia?

Findings:

The sample included a majority of minors under 18 years (over 60%) and 58.8% were female. Statistical analysis showed gender-based and age-based variations in game preferences and language usage. For instance, younger males were more likely to use voice chat in English, while females preferred written English communication. These differences were statistically significant, answering Q.3.

Q.4. How do foreign-language electronic games influence users' linguistic identity and cultural affiliation, particularly in relation to Arabic?

Findings:

Findings revealed that long-term engagement with English games leads to decreased use of Arabic, especially in peer communication. Participants admitted that English words and phrases often replace Arabic in daily conversation, humor, and social bonding. Notably, many respondents confirmed that playing in Arabic isolates them from peers, reinforcing a preference for English and weakening Arabic identity. Thus, Q.4. is answered.

Q.5. What strategies and policy recommendations can be proposed to promote Arabic-language content in gaming and mitigate the linguistic impact of foreign-language game dominance?

Findings:

Over 55.3% of participants stated they would consider abandoning foreign games if high-quality, culturally relevant Arabic games were available. Respondents emphasized the importance of game quality, competition, and language pride. This finding underscores the need for culturally grounded, high-tech Arabic games that can compete with global counterparts, providing a clear answer for Q.5.

5. Discussion

The findings of this study intersect with and expand upon the scope of previous research, while addressing a critical gap in the literature—namely, the role of electronic games in the globalization of foreign languages and their impact on the Arabic language among Saudi youth. While earlier studies, such as those by Al-Qassim (2011), Naif (2012), and Al-Ziyoudi (2015), focused on the psychological, behavioral, or educational impacts of gaming, they did not explicitly analyze how digital games act as conduits for linguistic globalization or influence native language usage. This study fills that void by positioning electronic games not merely as entertainment tools, but as linguistic and cultural agents that shape communication behaviors and language preferences.

The results confirmed the pervasiveness of English in digital games and its tangible effects on the everyday linguistic habits of young players. This aligns with the observations of Mohammed (2021) and

Anizan (2020), who pointed to a growing substitution of Arabic terms with English ones—even in casual contexts. The tendency of youth to use phrases like "OK," "Bye," or even numerically hybrid language like "3ala" instead of traditional Arabic forms is not merely a stylistic shift but a reflection of deeper cultural immersion influenced by the gaming environment. This supports the notion of a "language struggle," where Arabic finds itself marginalized in digital and informal youth contexts.

Furthermore, while prior research (e.g., Ebrahimzadeh & Alavi, 2020; Esteban, 2024) lauded digital games for their potential in improving foreign language acquisition—particularly English—this study presents a more nuanced perspective by highlighting the unintended consequences for the Arabic language. The current findings suggest that although games can support language development, the near-exclusive use of English in gaming contexts may lead to reduced engagement with Arabic, especially in domains outside formal education.

Notably, the positive aspects of gaming discussed in previous studies (Al-Ansari, 2019; Al-Qubaisi, 2015; Chowdhury et al., 2024) are acknowledged in this study's findings as well. Youth reported increased motivation to learn foreign languages, improved cultural exchange, and enhanced cognitive skills through gaming. However, the data also reflect a significant concern about the diminishing use and appreciation of Arabic, underscoring that the cognitive and linguistic benefits of gaming are not without cultural costs.

Additionally, the study supports and builds upon Hassan's (2017) conclusion that there is an urgent need to develop competitive Arabic digital content. Participants expressed a clear lack of appealing Arabic-language games, revealing both a supply and demand gap. This supports the view that cultural and linguistic erosion is not solely the result of youth preferences but also a failure of local production and digital engagement strategies.

Importantly, this study emphasizes the potential for Arabic to reclaim digital space if supported by high-quality, culturally resonant gaming alternatives. Echoing Al-Hadlaq (2012), the findings suggest that the ubiquity of gaming across age groups and platforms presents a unique opportunity: rather than reject digital games, educators and policymakers should harness them as tools to revitalize Arabic, preserve cultural identity, and resist unchecked linguistic globalization.

In conclusion, the discussion reveals that electronic games are not merely passive sources of entertainment but active linguistic environments that shape the preferences, expressions, and identities of youth. While previous research has acknowledged the educational and social potential of gaming, this study underscores the importance of linguistic and cultural considerations in evaluating the long-term impact of digital media. There is an urgent need for strategic investment in Arabic-language digital games to safeguard linguistic identity while embracing the positive aspects of globalization.



6. Conclusion

This study has explored the complex relationship between electronic games and the linguistic behavior of Saudi youth, highlighting the impact and role of gaming in promoting foreign language dominance—particularly English—at the expense of the Arabic language. The findings reveal a clear trend among young players to adopt non-Arabic terms and expressions in their daily communication, influenced by the language and culture embedded in popular global games. While gaming offers educational and social benefits, it also poses challenges to the preservation of linguistic identity. The study underscores the need for a balanced approach that harnesses the positive aspects of gaming while promoting Arabic content and raising awareness about the importance of cultural and linguistic heritage. Ultimately, safeguarding the Arabic language in the digital age requires a collaborative effort between policymakers, educators, developers, and the youth themselves.

7. Recommendations

Based on the findings, the study puts forward several recommendations as listed hereunder:

1. Developing High-Quality Arabic Games

It is essential to invest in the development of electronic games that incorporate rich and correct Arabic language, with engaging content that reflects Arab identity, values, and culture. These games should compete in quality, graphics, and user experience with globally popular games.

2. Enhancing Game Localization and Arabicization

Policymakers and game developers should prioritize the Arabicization of popular foreign games, ensuring accurate linguistic and cultural adaptation. This can reduce the dominance of foreign languages and help young people remain connected to their native language.

3. Integrating Game-Based Learning in Education

Educational institutions are encouraged to leverage the motivational power of electronic games in language teaching, by integrating Arabic-language educational games that enhance vocabulary, grammar, and communication skills.

4. Raising Awareness about Language Identity

Awareness campaigns should be launched in schools and through media platforms to educate youth and parents about the importance of maintaining the Arabic language and identity, and the potential linguistic risks of overexposure to foreign-language games.

5. Encouraging Parental Involvement

Parents should be guided to monitor the content of the games their children play and to encourage engagement with Arabic-language games and platforms that support language development and cultural belonging.



6. Supporting Research and Policy Formation

Further research should be conducted to explore the long-term effects of gaming on language and identity, with findings used to inform national policies on digital content and linguistic development.

7. Creating Arabic Gaming Communities

Establish online communities and platforms where youth can play, interact, and create content in Arabic. This will help foster a sense of pride in the language and promote its daily use in digital contexts.

8. Suggestions for further research

This study is limited to exploring the impact of foreign electronic games on Arabic language usage and identity in Saudi Arabia. The findings can inform policy makers to take steps in preserving the Arabic linguistic and cultural identity in the face of English language dominance. However, further research is yet essential to fill many unaddressed gaps. Future research is needed to investigate the long-term effects of gaming on language, culture, identity, psychology and wellbeing of diverse Arab citizens with findings with practical implications for collective Arab regional policies on digital content and linguistic development.

References

- Abdullah, M. (2015). Media and the problems of globalization (2nd ed.). Osama Publishing and Distribution.
- Abu Anzah, A., & Hammoudi, N. (2019). The effect of teaching using educational electronic games on the development of basic Arabic language skills among second-grade students in Jordan. *Dirasat: Educational Sciences*, 46(1, Supplement 3).
- Abu Arja, T. A., & Khalil, R. N. (2020). The impact of electronic games on the behaviors of children aged 9-11 years in Jordan. *Arab Universities Union Journal for Media Research and Communication Technology*, 5, 1-61.
- Alamri, A. (2024). The Effect of English Language and its Culture on the Identity and Culture of Saudi EFL Learners. *Arab World English Journal*, 318, 1–35. <https://doi.org/10.24093/awej/th.318>
- Al-Ansari, R. A. H. (2019). Electronic games and their impact on the formation of children's culture. *Journal of the Babylon Center for Humanities Studies*, 10(1), 301–332.
- Al-Attar, A. (2002). Globalization and the new global system (1st ed.). Dar Al-Ilm Al-Arabi.
- Al-Batineh, M. (2021). Issues in Arabic video game localization: A descriptive study. *The International Journal for Translation & Interpreting Research*, 13(2), 45-64.
- Alenezi, S. M. F. (2025). Cultural identity, foreign language peace of mind, motivation for language learning, and perceived Arabic language proficiency of international students in Saudi Arabia: does age matter? *International Journal of Multilingualism*, 1–28. <https://doi.org/10.1080/14790718.2025.2502948>



- Ali, A. A. A., & Suresha, M. (2020). Survey on Segmentation and Recognition of Handwritten Arabic Script. *SN Computer Science*, 1(4). <https://doi.org/10.1007/s42979-020-00187-y>
- Al-Hadlaq, A. A. (2012). The positives and negatives of electronic games and the motivations for playing them from the perspective of general education students in Riyadh. *Reading and Knowledge Journal*, (2). Ain Shams University, Egypt. 155-212
- Al Hashlamoun, N. (2020). Cultural challenges eLearners from the GCC countries face when enrolled in Western educational institutions: A thematic literature review. *Education and Information Technologies*, 26(2), 1409–1422. <https://doi.org/10.1007/s10639-020-10313-1>
- Al-Heila, M. M., & Ghoneim, A. A. (2002). The effect of computerized and traditional linguistic educational games on addressing reading difficulties among fourth-grade students. *An-Najah University Journal for Humanities*, 16(2), 589-626.
- Al-Husseini, M. S. (2014). The effect of practicing educational games on developing certain learning skills among primary education students. *Journal of the Faculty of Education, Port Said University*, (15), 660-687.
- Al-Jabri, M. A. (1997). Arabs and globalization – Globalization and cultural identity (2nd ed.). Center for Arab Unity Studies.
- Alkhashil, M. A. (2024). Exploring Saudi Gamers' Perspectives on Historical Characters in Digital Games. *Herança*, 7(4), 80–97. <https://doi.org/10.52152/heranca.v7i4.1097>
- AlKhamees, O. A., & Moore, C. (2023). Saudi-Arab emerging video game cultures, archetypes, narratives, and user experiences. [Unpublished master's thesis or research document]. <https://ro.uow.edu.au/theses>
- Al-Mansour, A. A. (2009). Globalization and future Arab options. *Damascus University Journal for Economic and Legal Sciences*, 25(2).
- Alnofaie, H. (2017). Towards Plurilingualism: The Future of Foreign Languages in Saudi Arabic. *Open Journal of Modern Linguistics*, 7, 238-261. doi:DOI: 10.4236/ojml.2017.75018
- Alotaibi, A., & Tuhaitah, Z. (2021). An overview of the localisation of video games into Arabic. *The Journal of Internationalization and Localization*, 8(1), 26–47. <https://doi.org/10.1075/jial.20008.goa>
- Alotaibi, A. (2024). The Importance of Arabic Language on Advertising Content in Saudi Arabia. *International Journal of Religion*, 5(11), 2316–2330. <https://doi.org/10.61707/bx4mrw50>
- Al-Qasim, A. R. B. I. (2011). The relationship between practicing electronic games and aggressive behavior [Master's thesis, Imam Muhammad bin Saud Islamic University, Saudi Arabia].
- Al-Qubaisi, B. (2015). The role of video games in language learning. *Al-Qafila Magazine*, 64(4).
- Al-Sawalha, A. M. (2016). The relationship between violent electronic games and aggressive and social behavior in kindergarten children. Dar Al-Manzuma Publishing and Distribution, Palestine



- Al-Shahrouri, M. H. (2008). *Electronic games in the age of globalization: Pros and cons* (1st ed.). Al-Maysara Publishing and Distribution, Amman.
- Al-Sherbini, M. S. D. (2017). The circulation of electronic games among university youth through new media on the internet: A field study. *The Scientific Journal of the Faculty of Specific Education, Damietta, Egypt*, 1(July), Part 1.
- Al-Ziyoudi, M. M. (2015). Educational implications of children's use of electronic games as perceived by teachers and parents of primary school students in Medina. *Taibah University Journal of Educational Sciences*, 10(1).
- Anizan, K. Z. (2020). Linguistic globalization and its impact on the Arabic language. *Madad Al-Adab Journal, Conference Special Issue*, 201–235. <https://midad-aladab.org>
- Aqib, B., & Larari, F. (2019). The effect of electronic games on adolescents: A field study on a sample of students from Al-Kindi Secondary School - Jijel [Master's thesis, Mohamed Seddik Ben Yahia University]. Algeria.
- Atma, A. M. A., Azmi, M. N., & Hassan, I. (2020). The influence of modern video games on children's second language acquisition. *International Journal of Scientific and Technology Research*, 9(8), 319-323.
- Bekka, A. (2015). *Video games and their reflection on academic achievement and some sports activities among adolescent students* [Master's thesis, Kasdi Merbah University]
- Bilal, A. A. (2019). The effectiveness of a program based on linguistic games in developing reading and writing skills and attitudes toward the Arabic language among students in one-classroom schools. *The Arab Journal for Media and Child Culture*, 2(8), 89-116.
- Chowdhury, L. M., Dixon, Q., Kuo, L.-J., Donaldson, J. P., Eslami, Z., & Radhika, V. (2024). Digital game-based language learning for vocabulary development. *Computers and Education Open*, 6, 100160. <https://www.sciencedirect.com/journal/computers-and-education-open>
- Domas, R., & Svetozar, P. (2018). Influence of video games on the acquisition of the English language. *Verbum*, 8(8), 112-128.
- Ebrahimzadeh, M., & Alavi, S. (2020). The effect of digital video games on EFL students' language learning motivation. *Teaching English with Technology*, 17(2), 87-112. <http://www.tewtjournal.org>
- El-Sayed, N. N., El-Zayyat, F. R., Gaber, M. A., & Reda, A. R. (2021). The effect of practicing interactive electronic games on working memory in basic education students. *Journal of the Faculty of Education, Mansoura University*, (116), 1156–1196.



- Esteban, A. J. (2024). Theories, principles, and game elements that support digital game-based language learning (DGBLL): A systematic review. *International Journal of Learning, Teaching and Educational Research*, 23(3), 1-22. <https://doi.org/10.26803/ijlter.23.3.1>
- Ghani, M. T. A., & Daud, W. A. A. W. (2023). The Impact of Digital Game-Based Learning Towards Arabic Language Communication. *Jurnal Komunikasi: Malaysian Journal of Communication*, 39(1), 407–424. <https://doi.org/10.17576/jkmjc-2023-3901-23>
- Govender, T., & Moreno, J. A. (2021). An analysis of game design elements used in digital game-based language learning. *Sustainability*, 13, 6679. <https://doi.org/10.3390/su13126679>
- Hamdan, S. M., & Al-Hila, M. M. (2016). The positives and negatives of electronic games played by children in late childhood and adolescence from the perspective of teachers and the children themselves [Master's thesis, Middle East University].
- Hanbazazah, A., Reeve, Pro. C., & Abuljadail, M. (2023). Comparative Analysis of the Impact of Advergaming on Cultural Outcomes in the United Kingdom and Saudi Arabia. *International Business Research*, 16(2), 27. <https://doi.org/10.5539/ibr.v16n2p27>
- Hanna, F. (1998). *Play in children* (1st ed.). Damascus: Dar Al-Awael for Distribution in the Arab Countries.
- Hassan, A. A. (2017). The effect of practicing electronic games on linguistic and social intelligence in children: A descriptive analytical study on middle childhood stage children in Saudi Arabia. *IUG Journal of Educational and Psychological Sciences*, 25(3), 230-253.
- Hassan, M. N., & Saleh, N. F. (2018). Utilizing educational games in developing the four skills. *Islamic University Journal of Educational and Psychological Studies*, 26(1), 330-35.
- Husna, I., Maiza, Z., Febriani, S. R., Dinata, R. S., & Amri, F. F. (2024). Digital Game-based Learning: Exploring the Use of Mobile Legends in Arabic Language Skills. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12(1), 1–16. <https://doi.org/10.23971/altarib.v12i1.8015>
- Jad Al-Karim, H. A. (2015). The Arabic language and taming globalization. Al-Maktaba Al-Shamila Al-Dhahabiya, 1.
- Klimova, B., & Kacet, J. (2017). Efficacy of computer games on language learning. *TOJET: The Turkish Online Journal of Educational Technology*, 16(4), 19-46.
- Laleh, A., & Tamjid, N. (2011). The effect of digital games on Iranian children's vocabulary retention in foreign language acquisition. *International Conference on Education and Educational Psychology (ICEEPSY 2011), Procedia - Social and Behavioral Sciences*, 29, 552-560.
- Lyons, D., Euan, & Harbord, C. (2022). Playing for keeps: Digital games to preserve Indigenous languages & traditions. *Digital Games Research Association (DiGRA)*.



- Luppicipini, R., & Walabe, E. (2021). Exploring the socio-cultural aspects of e-learning delivery in Saudi Arabia. *Journal of Information, Communication and Ethics in Society*, 19(4), 560–579. <https://doi.org/10.1108/jices-03-2021-0034>
- Mohammed, M. B. (2021). Linguistic globalization: Its challenges and negative consequences for the Arabic language. Naqeeb Al-Hind. <https://naqeebulhind.hdc.d.in>
- Mojjoz, S. A. H. (2022). The positive and negative effects of electronic games on individuals and society. *Alexandria Journal for Scientific Exchange*, 43(Special Issue).
- Mansi, H. A. (2012). The negative effects of electronic games on primary school children in Al- Rass Governorate, Saudi Arabia. *Journal of the Faculty of Education, Mansoura University*, 79(2).
- Marghani, M., & Al-Zahri, A. (2022). The effect of using electronic linguistic games on developing extensive reading skills among second preparatory grade students. *The Educational Journal for Adult Education, Faculty of Education, Assiut University*, 4.
- Moshri, A. (2017). The impact of electronic games on smartphones on the academic achievement of Algerian students [Master's thesis, University of Oum El Bouaghi, Faculty of Social and Human Sciences].
- Matawa, D. A. (2020). The effectiveness of computer games in the achievement of dyslexic students in understanding science concepts at the middle school level in Saudi Arabia. *Arabian Gulf Message*, 21(77).
- Naif, W. (2015). The impact of electronic games on children: A descriptive analytical study. Youth and Sports Directorate, Babylon Region.
- Nasser, A. (2014). Globalization and cultural challenge. *Tishreen University Journal for Research and Scientific Studies*, 36(5), 169–181.
- Ramadan, N. T. I. (2020). Social relationships of online electronic game users: PUBG as a model. *Arab Journal of Scientific Publishing*, (14).
- Rebhi, M., Ben Aissa, M., Tannoubi, A., Saidane, M., Guelmami, N., Puce, L., & Zghibi, M. (2023). Reliability and validity of the Arabic version of the Game Experience Questionnaire: Pilot questionnaire study. *JMIR Formative Research*, 7(1). <http://formative.jmir.org>
- Samara, F., & Sawalha, M. (2018). The effect of electronic educational games on reading comprehension among seventh-grade students in UNRWA schools in Jordan. *Al-Quds Open University Journal for Educational and Psychological Research and Studies*, 8(23). <https://doi.org/10.5281/zenodo.1404644>
- Schleiner, A.-M. (2001). Does Lara Croft wear fake polygons? Gender and gender-role subversion in computer adventure games. *Leonardo*, 34(3), 221–226. <https://doi.org/10.1162/002409401750184244>



- Taj, A. (2006). The Arabic language and the challenges of cultural globalization. *Annals of Heritage, University of Mostaganem, Algeria*, (6).
- Tammam, A. F. (2015). The effect of using electronic games on developing intuitive English language skills among first-grade students [Master's thesis, Middle East University]. Jordan.
- Vásquez, G. C., & Ovalle, J. C. (2019). The influence of video games on vocabulary acquisition in a group of students from the BA in English teaching. *Gist Education and Learning Research Journal*, 19, 172-192.
- Yassin, A.-S. (1998). The concept of globalization (Study in a collective volume). In *Arabs and Globalization* (1st ed.). Center for Arab Unity Studies.
- Zafar, B., Mueen, A., Awedh, M., & Balubaid, M. (2014). Game-based learning with native language hint and their effects on student academic performance in a Saudi Arabia community college. *Journal of Computers in Education*, 1(4), 371–384. <https://doi.org/10.1007/s40692-014-0017-7>

