



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

## MASTER DISSERTATION

Letters and Foreign Languages  
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**Title**

**Investigating the Impact of Video Game in Learning  
Vocabulary: The Case of Third-Years gamers' Students  
at "Omar Idriss" Secondary School in El-Kantara**

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## **Declaration**

I, Hayem AYACHE, do hereby declare that the work presented in this dissertation is solely my own effort, and has not been submitted to any academic institution or University for any degree before.

This inquiry was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

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## Dedication

In the Name of Allah, Most Gracious, Most Merciful

I would like to dedicate this work to

My wonderful **mother** without her support, and inspiration, bringing this work to its end would never have been possible.

My beloved **father**

For supporting and encouraging me to believe in myself.

My beloved grandmother, whose prayers and love helped me in my life.

I would like to thank my sister **HAMIDA** and my brothers **MAHMOUD**,  
**KAMEL**, and **ACIL**.

For their understanding and endless love

They have been so supportive and encouraged the fulfilment of this Work.

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To all the members of my family

To all those who trusted me and wished me success.

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We are also very thankful to the participant teachers and students for having provided us with the required data to accomplish this project.

**Abstract**

Vocabulary learning has always been essential and challenging for foreign language learners. In light of vocabulary importance, the present dissertation attempted to investigate the impact of video games in improving learners' target language vocabulary. The researcher postulated two main hypotheses. The first hypothesis is that the use of video games in EFL classes would improve learners' vocabulary learning while the second one is, the use of video games in EFL classes would motivate learners' vocabulary learning. Accordingly, to confirm or refuse the hypotheses, the researcher used the mixed-method approach to describe and analyse the study. The data gathered through both a semi-structured questionnaire for the students and a semi-structured interview for teachers. The former was distributed to 32 gamers' students from third-year Secondary School at Omar Idriss of El Kantara. Besides, the interview was conducted with three EFL teachers from the same secondary school. Based on the results, the research hypothesis was confirmed in that using video games meet the requirements of a language learner to master the target language vocabulary enjoyably. As a result, playing video games as a hobby or as a daily practice is recommended to enhance vocabulary learning for being a great combination of all types of vocabulary practice (reading, listening, communicating, and practicing).

**Key words:** vocabulary-learning, video games, gamers' students

**List of Acronyms and Abbreviations**

**EFL:** English as a Foreign Language

**L1:** First Language

**RPG:** Role-playing games

**VLS:** Vocabulary Learning Strategies

**VL:** Vocabulary Levels Test

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# **General Introduction**

## **General Introduction**

### **Introduction**

Any foreign language education aims to enable English as a foreign language learners to understand and use the target language effectively. In the first stages of learning a foreign language, learners are required to develop their ability in the four skills of the language (reading, writing, listening, and speaking). During this process, the learner will need to develop his/her vocabulary per developing his/her skills. Proficiency in the English language depends on the knowledge of its vocabulary. Without building a powerful vocabulary foundation, comprehension and appropriate language use will not be obtained and acquired.

Foreign language learners face many problems in learning the vocabulary relating to meaning, pronunciation, memorization, and spelling new vocabulary, using new words correctly, and guessing meaning through the context. Since vocabulary is a key factor in the process of language teaching and learning, teachers need to use effective ways and appropriate strategies to help students develop their vocabulary knowledge to enhance their language comprehension and production abilities. Unfortunately, some teachers still use traditional ways to teach vocabulary. Some of them use drilling and memorization as immediate ways of teaching and practicing vocabulary to get the students to produce the correct pronunciation of words. Such traditional ways focus on teaching vocabulary out of context, as isolated words.

Nowadays, technological advancement has opened multiple ways for teachers and learners to apply online resources in their learning and teaching. It makes both learning and teaching interesting and meaningful. Video games are regarded as one of the most effective ways to achieve success in English classes. It can be used in the EFL classroom

for developing various skills such as listening, speaking, and mastering vocabulary. Using video games inside and outside the classroom can be very useful to learning vocabulary. Video games can capture students' attention and teach them in a manner that they find enjoyable. Furthermore, if there is an opportunity to implement video games in our education system, learners and even teachers become more interested in the learning and teaching process. This research study spotlight the effectiveness of using video games in learning vocabulary for EFL learners by opening the door for both learners and teachers to interact within that space and feeding them with new ways to teach and learn the English language instead

## **1. Statement of the Problem**

Vocabulary knowledge is a basic element to communicate, read, and write a foreign language. It enhances the basic skills for EFL learners; it also increases their language proficiency, especially when it is taught with suitable methods. Thus, it is crucial to highlight vocabulary-learning problems faced by learners even at the tertiary level, propose vocabulary-learning strategies that can enhance students' understanding of the target vocabulary, and offer them opportunities to acquire new words.

A noticeable number of third year's students at "Omar Idriss" Secondary School in El-Kantara face many difficulties in learning vocabulary. Regardless of their advanced level, they have always complained about the deficiency of vocabulary package and lack of appropriate words within different contexts of language use.

Therefore, the integration and the application of video games in EFL classes can help the learners, acquire new vocabulary, learn correct pronunciation and also memorize and spell new words. It improves the listening skill, which in turn can improve the

speaking skill. Thus, the objective of this research is to show that the implementation of video games can be an effective and entertaining tool, which helps improve the EFL learners' vocabulary skill.

## **2. Significance of Study**

A wide range of research has previously studied the effect of video games on mastering and enriching vocabulary in the EFL context; however, dealing with the matter from a descriptive perspective did not receive enough attention, especially with this type of story mode video games. Therefore, this research aims to describe whether story mode video games have a positive impact on enhancing third-year students' vocabulary learning.

## **3. Aim of the Study**

The general aim of this study is to find out the effectiveness of using video games in learning vocabulary in EFL classes. To realize this overall research aim, the researcher state the following objectives:

1. Investigating the effect of video games on vocabulary learning.
2. Developing learners' vocabulary knowledge

## **4. The Research Questions**

This research seeks to answer the following research questions:

**RQ1:** What are English language teachers' perceptions on using video games in learning vocabulary?

**RQ2:** What are learners' attitudes toward the use of video games as an instructional tool in learning vocabulary?

**RQ3:** Does the use of Video games develop learners' vocabulary knowledge and motivate them?

## **5. Research Hypotheses**

Based on the above research question, we propose the following hypotheses:

**RH1:** The use of video games in EFL classes would improve learners' vocabulary learning.

**RH2:** The use of video games in EFL classes would motivate learners' vocabulary learning.

## **6. Research Methodology**

### **6.1 Research approach**

The mixed-methods approach that deals with both quantitative and qualitative methods to find answers to the research questions and test the hypothesis was used in this research. The descriptive method is more suitable and applicable for the nature of this study that belongs to the social sciences.

### **6.2 Population and Sampling**

For the sake of collecting data, two samples were used. A sample of 32 participants of third-year EFL learners was selected from the total population of 105 students at Omar Idriss Secondary School of El Kantara to answer a questionnaire to gather their views about the subject under investigation. Our sample is going to be a non-random Sampling (non-probability-sampling). More precisely, we opt for a convenience sampling technique. The sample was chosen only after the observation was held. We, at first, selected the students who showed an interesting capacity in the oral sessions.



As we expected, most of the active students were gamers (play video games). Then, we narrowed our sample to only gamers who played (or still playing) various genres of video games made the sample size was 32 students regardless of sex and age. In addition to three (03) teachers with different teaching experience periods were selected randomly from a population of four (04) teachers to conduct the interview.

### **6.3 Data gathering tools**

To answer the research question and test the research hypothesis, the following two data gathering tools were used. A semi-structured questionnaire was administered to gamers' students from third-year Secondary School at Omar Idriss of El Kantara which was posted online via face book, to have a clear view about the participants' attitudes towards the use of video games in learning vocabulary. The questionnaire was designed to suit gamers and to investigate whether video games have a real impact on the learners or not. The questions allowed them to choose the appropriate answers according to their points of view and can add their comments.

The questionnaire was contained items in form of close-ended questions such as multiple-choice questions and open questions. After the collection of the data, they were analyzed and interpreted to answer the research questions and to confirm or reject the hypothesis. The questionnaire was analyzed through counts, and percentages by the use of Excel. The results are presented in form of Diagrams, Tables, and Figures.

In addition to the questionnaire, a semi-structured interview was conducted to gather information about the teacher's opinion concerning the effect of the use of video games as a teaching tool in EFL classrooms to develop student's vocabulary. A descriptive analysis was used with the interview to analyse the point of view of teachers.

**7. Structure of the Dissertation**

The current study is divided into main parts. The first part is devoted to the theoretical background and literature review, while the second is devoted to the fieldwork including data analysis and interpretation of the results. The first part is divided into two chapters. In the first chapter, the main elements related to vocabulary in terms of its mastery, learning, and teaching were discussed. The second chapter presented an overview of the use of video games in language learning and teaching, while the third chapter is devoted to the analysis and interpretations of the results.

# **Chapter One**

## **Vocabulary Learning**

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## **Introduction**

Vocabulary is an important element that links the major language skills including speaking, reading, listening, and writing in a foreign language. It is a key factor for the success of language teaching and learning. Without sufficient vocabulary, people cannot communicate and express their feelings in both the spoken and the written forms effectively. Therefore, both teachers and learners should pay more attention to its importance in language teaching and learning. This chapter will focus on identifying vocabulary types and classifying vocabulary learning strategies as well as showing how it can be taught. Additionally, this will be followed by the difficulties encountered in learning and teaching vocabulary and how they can be.

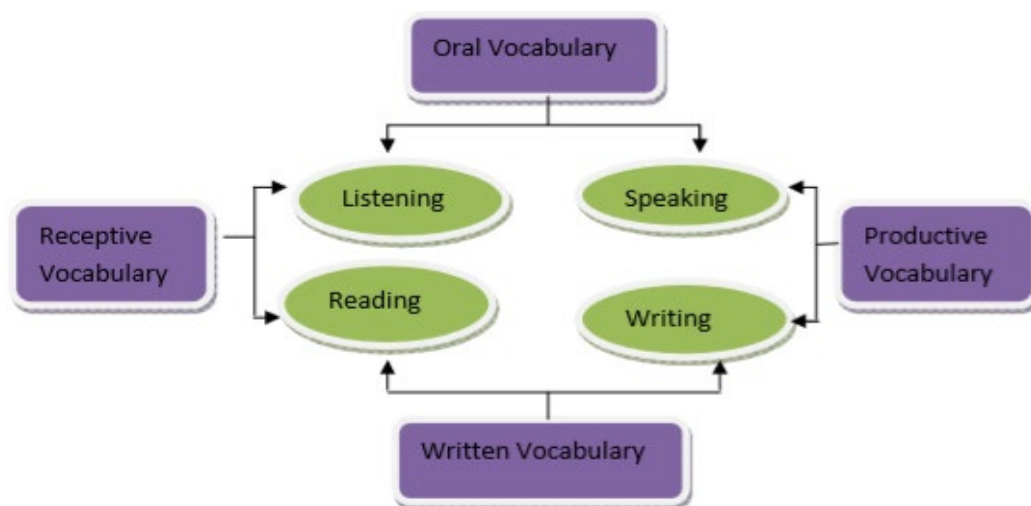
### **1.1 Definition of Vocabulary**

Vocabulary is an essential element that links the four language skills including speaking, reading, listening, and writing in a foreign language. Having a rich vocabulary can be a gate for learners to master a foreign language. According to Richards and Renandya (2002, p. 255), “vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read and write”. Vocabulary is defined as a collection of words that a person knows and uses, or the full stock of words that exist in a language (Cambridge dictionaries online, 2020).

The Oxford Dictionary (1989) also defines vocabulary as the total number of words that constitute. In the same vein, according to Alizadeh (2016), vocabulary is a list of words arranged in alphabetical order with their definitions. Researchers also have suggested some definitions of vocabulary, for instance, Ur (1996, p. 60) defines vocabulary as the words we teach in a foreign language. However vocabulary is much

more than just single words, that is, vocabulary includes not only single words but also multiword phrases, idioms, and even sentences.

## 1.2 Types of Vocabulary



**Figure 1.1: The Main Types of Vocabulary Knowledge (Al-Dersi, 2013, p.74)**

Most researchers agreed to divide vocabulary according to its use in the skills of writing, reading, listening and speaking, creating two types; productive and receptive vocabulary. The following figure shows an overview about the major types of vocabulary:

### 1.2.1 Receptive vocabulary

Receptive vocabulary is the ability to recognize and understand a word. Moreover, this is happening passively while listening or reading only. According to Grain and Stuart (1986, p. 64), receptive vocabulary is the language items that can only be recognized and comprehended in the context of reading and listening material. Many scholars share a similar definition of receptive vocabulary such as Nation (2001). For him, receptive vocabulary means the capability to comprehend a word when the learner hears or sees it (p.38). In this context, Hiebert (2005) stated that "receptive vocabulary is a set of words,

which are less frequent and for which learners assign meanings while listening or reading" (p. 4). He further added that the size of the receptive vocabulary is larger than the size of the production vocabulary. This means that learners acquire more words through reading and listening than through writing and speaking. Furthermore, another definition suggested by Al-Dersi, (2013, pp. 73-74) is that receptive vocabulary includes those words that we recognize when we hear or see them. He also argued and believed that receptive vocabulary is larger than productive vocabulary.

### **1.2.2 Productive vocabulary**

Productive vocabulary refers to the words that are understood and can be pronounced by the pupils. It is used actively either in speaking or writing. Grain and Stuart (1986, pp. 64-65) explain that productive vocabulary is a set of lexical items that the learner can recall and use appropriately in speaking and writing. According to Nation (2001, p. 38), productive vocabulary refers to the words that the learner understands and pronounces well in addition to being able to use them when speaking or writing. Productive vocabulary is also defined by Hiebert (2005) as "a set of words that are well-known and used frequently by the learners in speaking or writing" (p. 4). Al-Dersi (2013, pp. 73-74), also shares the same view that productive vocabulary includes those words that we use when we speak or write. In other words, if students are able to produce a word when speaking or writing in a way that is appropriate and that matched what they mean, this is part of their productive vocabulary.

### **1.3 Teaching Vocabulary**

Teaching vocabulary is one of the fundamental factors that help students achieve a good proficiency in the four language skills. In this sense, Jordan (1997, p. 149) states that teaching vocabulary is such an important task in teaching English because vocabulary

achievement is related to all language learning, and it is of concern to all four language skills (Cited in Bhakti & Marwanto, 2018, p. 84).

One of the most debated aspects of teaching English as a foreign language is vocabulary teaching. Nation (1974, p. 18) believed that teachers need to teach the meanings of words in context, not from lists of unrelated words. He suggested three things in teaching vocabulary: “(1) the form of the word, (2) the meaning of the word, and (3) the form and the meaning of the word go together”. Moreover, Allen (1983, p. 12) asserts teachers can show the meanings of the words in three ways: pictures, explanations in students’ own language, and simple definitions in English using vocabulary they already know.

According to Wallace (Bhakti & Marwanto, 2018, pp.84-85), the following factors should be considered in vocabulary teaching:

<b>Factor</b>	<b>Explanation,</b>
a) Need	When teaching vocabulary, the instructor must choose appropriate and suitable terms that meet the learners' vocabulary needs and can aid them during their academic years.
b) Aims	Vocabulary teaching aims to facilitate for teachers the formulation of the materials that learners will be taught.
c) Quantity	The number of vocabulary items to be learned must be decided by the instructor. If the students are exposed to a large number of unfamiliar terms, they will become confused or discouraged. As a result, the instructor should use new terms that are simple for the students to understand.
d) Frequent Exposure and Repetition	To help students master the target vocabulary, the instructor should include practice repetition. It is also a good idea to give students the chance to use certain words in speaking or writing exercises.
e) Meaningful Presentation	In teaching vocabulary, the teacher should introduce the target terms in such a way that the meaning of the target words is completely clear and



	unambiguous.
f) Situation and Presentation	The teachers instruct the students on how to use the words correctly. Words are used differently depending on the situation and the person to whom they are being spoken.

**Table 1.1: Factors to be Considered when Teaching Vocabulary Wallace (Bhakti & Marwanto, 2018, pp.84-85)**

In teaching vocabulary, some techniques can be applied in the class. According to Ellis and Jean (2014, pp. 31-32), in their book, ‘The Storytelling Handbook for Primary English Language Teachers’, they listed the following techniques that can be used to introduce new vocabulary:

**a- Using objects**

When the language consists of concrete nouns, objects may be used to demonstrate context. The instructor introduces a new word using real objects in this process. Through this visualization, it aids learners in remembering vocabulary.

**b- Drawing**

Objects can either be drawn on the blackboard or drawn on flashcards. They can help learners easily understand and realize the main points that they have learned in the classroom.

**c- Using opposites**

Teachers can use opposites to make learners differentiate between words and obtain a number of vocabulary. This method works well with adjectives such as cold/hot, small/big, long/short, straight/curly, town/country, ill/well, and so on

**d- Guessing from the context**

This method allows students to take chances and infer the meanings of unfamiliar words. This will help them gain self-confidence so that they can work out the meanings of words on their own and remember them.

**e- Eliciting**

If the framework has been developed, you can elicit vocabulary by asking students questions (in their mother tongue if necessary) about what they would expect someone to say or do in a specific situation.

**f- Translating**

The translation is a clear-cut technique to give the precise word's meaning. However, it is the most unsupported technique. The translation may be legitimate for items possessing a clear mother tongue equivalent, but it should be avoided if none of the above strategies function. Then, there must be a translation to save time.

Finding the best ways to teach and learn vocabulary with students is one of the most important things as a teacher has to look for, in addition to having a range of techniques and activities that can aid this process.

**1.4 Vocabulary Learning**

One of the major challenges learners face during the process of second language learning is learning vocabulary. To learn and acquire vocabulary, language learners need to apply vocabulary learning strategies as efficiently as possible. Cameron (2001, p. 92) defines vocabulary learning strategies as "the action that learners take to help themselves

understand and remember vocabulary items”. Catalan (2003, p. 56) the definition of vocabulary learning strategies from Rubin (1987); Wenden (1987); Oxford (1990); and Schmitt (1997) in her study as “knowledge about the mechanisms (processes, strategies) used to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, to retain them in long-term memory, to recall them at will, and to use them in oral or written mode”.

Similarly, Intaraprasert (2004, p. 9) defines vocabulary learning strategies as “any set of techniques or learning behavior, which language learners reported using to discover the meaning of a new word, to retain the knowledge of newly-learned words, and to expand their knowledge of vocabulary”. With the skill and knowledge of vocabulary learning strategies, learners can learn new words without the presence of the teacher. In other words, they can learn new words independently.

## **1.5 Taxonomies of Vocabulary Learning Strategies**

The purpose behind the taxonomies of VLSs is to gain more insights into the vocabulary learning process and point out effective ways for teaching and learning vocabulary. Several researchers have created taxonomies for language and vocabulary learning strategies to clarify the variety of strategies used by learners in different contexts. Schmitt's, Nation's Taxonomies are the famous ones.

### **1.5.1 Schmitt's taxonomy**

The taxonomy of vocabulary learning strategies has attracted many researchers' attention. One of the most famous taxonomies of vocabulary learning strategies is Schmitt's (1997) taxonomy. He developed the taxonomy based on the research that he did with Japanese learners, teachers' recommendations, and also Oxford's study (1990). To

understand the meaning of new words, Schmitt (1997) classified vocabulary learning strategies into two dimensions as discovery and Consolidation strategies of vocabulary learning.

According to Schmitt (1997), vocabulary discovery deals with the discovery of a new word's meaning, which consists of two groups: determination strategies and social strategies. Determination strategies are individual learning strategies used by learners when they encounter a word for the first time. It involves analyzing available pictures or gestures, guessing the meaning from the context, and using dictionaries to figure out the meaning of new words (Schmitt, 1997, p. 205).

On the other hand, social strategies are used in interaction with other people to enhance language learning. It is represented in asking the teacher for a synonym, paraphrasing, learning and practicing new words with a study group, interacting with native speakers. This strategy can be observed in the classroom when teachers are asked by the students to clarify the meaning of a word or produce a translation from L2 to L1 (Schmitt, 1997, p. 209).

For the consolidation strategies, Schmitt (1997) argues that they deal with the consolidation of a word once it has been encountered. In other words, Consolidation strategies are used to remember the meaning and other aspects of vocabulary knowledge of a newly learned word. This strategy includes social, memory, cognitive, and metacognitive strategies (Schmitt, p. 204). Social strategies depend on the social and personal situation; they can encourage learners to interact with each other and learn from each other (Schmitt, 2000).

Memory strategies involve relating new words to previously learned knowledge, using some form of imagery or grouping such as using semantic maps, using the keyword method, or associating new words with its already know synonyms and antonyms (Schmitt, 1997, pp. 211-213). This strategy is the link between the processes of learning new vocabulary and mental processing when relating what is already known to the new meaning of vocabulary. Concerning cognitive strategies, they enable the learner to manipulate words of a target language; they are strategies that do not engage learners in mental processing, but they are more mechanical means (Schmitt, 1997, p. 215). However, metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study (Schmitt, 1997, p. 216).

In terms of the variety of strategies, Schmitt (1997) made a notable effort. Schmitt believed that the lack of attention paid to vocabulary learning tactics is due to a lack of a comprehensive list or taxonomy, so he created a list of individual vocabulary learning strategies. He distinguished the strategies that learners use to determine the meanings of new words when they first encounter them from the ones they use to consolidate meanings when they encounter the words again.

### **1.5.2 Nation's taxonomy**

Nation (2001, pp. 353-357) provided a taxonomy of vocabulary learning strategies, which can be grouped under three main categories. The first one is planning vocabulary learning. It involves choosing where and how to focus attention on a particular vocabulary item. Learners should know what their vocabulary goals are and choose what vocabulary to focus on in terms of their selected goals. This category contains strategies for choosing

words, choosing aspects of word knowledge, and choosing strategies as well as planning repetition.

The second vocabulary learning strategy is sources. To cope with new vocabulary when it occurs and to learn unfamiliar vocabulary, learners have to be able to get information about the words. It involves finding information about the word from itself, from the context, from a reference source such as dictionaries or glossaries, and analogies and connections with other languages. The third vocabulary learning strategy is processes, which is establishing vocabulary knowledge. It involves ways of remembering vocabulary and making it available for use.

## 1.6 Difficulties in Learning and Teaching Vocabulary

The fact that English has a vast number of words poses a big problem for students and teachers alike. Therefore, learners need to identify some difficulties that may face them in the learning process in order to learn easily. According to Thornbury (2002, pp. 27-28), there are six factors which make some words more difficult as follows:

Difficulty	Explanation
<b>a. Pronunciation</b>	Words that are difficult to pronounce are more difficult to learn, according to research. Words that produce sounds that learners are unfamiliar with are likely to be challenging.
<b>b. Spelling</b>	Mismatches in sounds and spelling are common causes of errors in pronunciation and spelling, and they may add to the complexity of a word. Although most English spelling follows the rules, there are a few notable exceptions. Words with silent letters are especially difficult to spell. For example: foreign, listen, headache, climbing, bored,

	and honest, cupboard, muscle, etc.
<b>c. Length and Complexity</b>	Long terms do not seem to be any harder to understand than short ones. However, high-frequency words in English appear to be brief, so the learner is more likely to encounter them, a factor that favours their "learnability". Long terms do not seem to be any harder to understand than short ones. However, high-frequency words in English appear to be brief, so the learner is more likely to encounter them, a factor that favours their "learnability."
<b>d. Grammar</b>	Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent.
<b>e. Meaning</b>	When the meanings of two words differ, learners are likely to mix them up. Make and do are a good example: you make breakfast and make an appointment, but you do the housework and do a questionnaire. Learners can face difficulties when using words with multiple meanings, such as since and still.

**Table 1.2 Factors which make some words more difficult according to Thornbury (2002, pp. 27-28)**

How easy or difficult a vocabulary item is can depend on several factors. For this, Gower, Philips, and Walter (1995, pp. 143- 144) suggest some factors which include:

**a. Similarity to L1 and similarity to English words already known**

The difficulty of a vocabulary item often depends on how similar the items are in the form and meaning to the students' first language. Words which are similar in the first language and English may be misleading rather than helpful. For instance, someone described as sensible in English will be understood sensitive by many Europeans, and if you say an embarrassed to a Spanish speaker, they may think that you are expecting a

baby. However, a word that is similar to an English word they already know is easier to learn than one that is not. For example, if students have already met the word friendly, they should be able to guess the meaning of unfriendly.

**b. Connotation, spelling and pronunciation**

The connotation of a word is another challenging concept for students to grasp. To define someone thin, you might use the words skinny or slim. But these two words are very different in their connotation and by choosing one of them, however; the speaker conveys a specific attitude. Slim has a positive connotation, while skinny has a negative connotation.

The spelling of many English words can cause problems for students who speak languages with a very regular spelling system. Particular spelling patterns can also confuse where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling, and pronunciation of these words: through, though, thought, tough, thorough.

**c. Multi-word items and collocation**

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

It may also be difficult to understand how lexical items collocate (or 'goes with' other items). For example, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee but its light wind, not a weak wind, and weak coffee, not light coffee.



#### d. Appropriate use

It's also difficult to know when to use words correctly. Some terms and phrases are restricted to use in a specific context (for example, in He is pushing fifty, we can use pushing to mean almost). However, pushing is only used in this context for older people (we don't say he's pushing there!). It's also crucial for students to understand whether a word or expression has a marked style informal or formal

To conclude, the previous problems are considered by some researchers as the main obstacles learners may meet in learning foreign language vocabulary. However, these difficulties are important as well, because they may lead them to search for appropriate strategies to facilitate the learning process.

### 1.7 How to measure Vocabulary Size?

Students' vocabulary size plays a very important role in their success in learning a new language, and "tests of vocabulary size have been shown to predict success in reading, writing, and general language proficiency as well as academic achievement" (Laufer & Goldstein, 2004, p. 401). For measuring vocabulary, different tests have been used and suggested by scholars of the field (see e.g. Laufer et al. 2004; Laufer & Goldstein, 2004; Laufer & Nation, 1999; Nation, 1993; Read, 2007; Schmitt, 2008; Schmitt et al. 2001; Xing & Fulcher, 2007).

The 'Vocabulary Levels Test (VLT)' is one form of a test for determining vocabulary size. It was created by Nation (1983) and modified by Schmitt, Schmitt, & Clapham (2001) to measure the extent to which test takers could recognize the form-meaning connections of words at four different frequency levels (2000, 3000, 5000, and 10000) as well as an academic vocabulary level (Webb, , Sasao, & Ballance, 2017).

The test can be done as a whole with students completing all levels, or it can be done with only individual levels. Beginners, for example, should probably only be given the 2000-word level because they are unlikely to have mastered any of the succeeding levels. The VLT's main benefit is that it identifies the word frequency level at which pupils should concentrate their studies.

The following is a sample of three items tested by the Vocabulary Levels Test. The learners have to match three of the six words on the left with the meanings given on the right.

- |             |                                 |
|-------------|---------------------------------|
| 1- business |                                 |
| 2- clock    | ..... part of a house           |
| 3- horse    | ..... animal with four legs     |
| 4- pencil   | .....something used for writing |
| 5- shoe     |                                 |
| 6- wall     |                                 |

With the development of new tests, test users should be able to trust that the test is measuring what it claims to be measuring. We advise users to investigate whether there is sufficient evidence to support the usage of the vocabulary tests they are using.

## **Conclusion**

Vocabulary is the core of any language. It enhances the basic skills for EFL learners; it also increases their language proficiency, especially when it is taught with suitable methods. It is not enough, when teaching vocabulary, to provide learners with some words. However, the teacher needs to change learners' perspectives on vocabulary learning and makes them aware of different strategies that can help them realize their goal

which is being knowledgeable about language vocabulary. More precisely, the teacher has to look for techniques that may encourage them and create the desire to learn better. Therefore, the integration of technology in vocabulary instruction would enhance the learning process and help developing lexical knowledge.

# **Chapter Two**

## **Video Games**

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## **Introduction**

Video games were once thought to be a waste of time and a way of instilling a sense of violence in those who played them; however, gamers have shown that this immersive environment has more advantages than it seems. We can now demonstrate that using such a tool is of significant benefit to English language learners since it gives them a native-like world in which to practice speaking with natives in order to complete game missions. Video games have evolved into a significant part of both children's and adults' everyday leisure activities.

Some studies have concentrated their research on video games' negative aspects, such as "increases in aggressive behavior, aggressive affect, and cardiovascular arousal." On the other hand, there are positive aspects of video games, assuming that video games have the potential to accelerate children's cognitive skills and language learning. However, while several studies have looked into the possibilities and chances of linguistic learning from video games, few studies have looked into whether second language and foreign-language learners can improve their skills by playing video games. The present chapter intends to describe its types and show how it influences the language learning process. Moreover, it attempts to clarify and demonstrate the relationship between video games and motivation. Finally, this chapter concludes with a mention of the positive effects of video games on different aspects.

## 2.1 Definition of Video Games

The rapid progress of technology and widespread use of the internet has increased the frequency of video gaming among people. Video games have undeniably become an imperative part of most of our life as an entertainment tool or a hobby. They involve human interaction with a user interface, which would generate visual feedback onto a video device. It is difficult to come up with a general definition of video games because they come in many different forms and complexities and can be seen from a variety of perspectives.

According to Esposito (2005), “A Video Game is a game which we play thanks to an audio-visual apparatus and which can be based on a story” (p.1). This description is short and straightforward based on well-known ideas about the game, play, and narrative. To get a clear picture of what video games are, it is necessary to first define the term “game”. To get straightforward, “game”, as defined by Zimmerman (2004, p. 160), means a voluntary interactive activity in which one or more players obey rules that limit their actions, resulting in an artificial conflict with a measurable outcome. Secondly, to explain what playing a videogame entails, Zimmerman said: “Play is the free space of movement within a more rigid structure” (p. 159). Thus, Play is described as a voluntary activity carried out within some fixed time and place.

Thirdly, a videogame can be based on a story (Esposito, 2005). Incorporating narrative elements into a video game can be done in a variety of ways: Back stories (for example, videos at the start), cut scenes between levels or to introduce a special event in the game, conversations with other characters, and so on. Hence, the video game is a mode of interaction between a player, a machine with an electronic visual presentation, and other players, that is interceded in by a meaningful fictional context and maintained through an

emotional attachment among the player and the effect of her movement. (Bergonse 2017, p.253).

In addition to that, the video game adds the capacity of worldwide interaction, competition, and communication. Its success stems from the fact that it is massively multiplayer, which elevates the difficulty and competitiveness, as well as communication and interaction. Moreover, Video games are intended to provide entertainment through rule and objective game/play or interactive fiction.

## **2.2 Types of Video Games**

Before choosing a game, it is important to understand the different genres and how to identify them. The current video game classification system arranges video games into different “genres” based on the game play mechanics, style, and characteristics of the game instead of the narrative themes of the game. Finding the right video game to play depends on personal preferences; therefore, we will provide a brief explanation of each genre to show what is meant by video game genres. According to Vince (2018), there are seven types of video games.

### **2.2.1 Action video games**

There are many action video games, for example, an image of Red Dead

Redemption II Game play as shown in the image below, is taken from PlayStation 4 console.





**Figure 2.1: Red Dead Redemption II Game play**

The action game is a video game genre defined by fast-paced game play focusing on movement, combat, hand-eye coordination, and reaction time (Adams, 2014, p. 68). It requires players to take on the role of a protagonist whom they must guide through a series of physical challenges. Action games are typically arranged into levels of progressing difficulty that players must complete to reach an end goal. This player character must traverse a level by collecting items, avoiding obstacles, and fighting enemies using their natural abilities as well as weapons and other tools at their disposal. “Typically, action games have a “boss” or enemy, who is more difficult than the average at the end of every level” (Borders, 2012, P. 12). Action games include the sub-genres such as fighting, shooter, platform, and real-time strategy. Examples of this genre would be: Red Dead Redemption, Call of Duty, Battlefield, Medal of Honor.

### **2.2.2 Action-adventure video games**

There are many action- adventure video games, for example, an image of Grand Theft Auto V Game play as shown in the image below, is taken from PlayStation 4 console.



**Figure 2.2.: Grand Theft Auto V Gameplay**

The action-adventure game is a video game genre that combines elements of the adventure game genre with various action game elements (Hanna, n.d.). Action-adventure games blend the high physicality of action games with the narrative puzzles and long-term obstacles of adventure games, relying on a blend of both combat and puzzle-solving skills as well as fast-paced action sequences.

Examples of this genre would be:

Grand Theft Auto V, God of War, Watch Dogs, Assassin's Creed.

### **2.2.3 Adventure video games**

There are many adventure video games, for example, an image of Mine craft Story Mode Game play as shown in the image below, is taken from PlayStation 4 console.



**Figure 2.3: Mine craft Story Mode Game play**

The adventure game is a type of video game that focuses on puzzle solving, exploration, and storytelling with little (or no) action or combat. According to Adams, “an adventure game is an interactive story about a character that the player controls. This character is the player’s avatar, but he is more than merely a representative of the player” (2014, p. 182). In adventure games, players usually interact with their environment and other characters to solve puzzles based on clues to progress the story or game play. Since the focus on plot and character makes cooperative design difficult, many adventure games are designed for a single player as the player takes on the role of a protagonist in an interactive story based on puzzle-solving and exploration.

Examples of this genre would be: Mine craft, The Last of Us, Death Stranding, Fire watch.

#### **2.2.4 Role-playing video games**

There are many Role-playing video games, for example, an image of Final Fantasy Game play as shown in the image below, is taken from PlayStation 4 console.



**Figure2.4: Final Fantasy Gameplay**

Role-playing games, also known as RPGs, in this game, “a player controls the actions of a character in a well-defined fantasy or science fiction” (Ray, 2018). In certain cases, players will perform actions that are impossible in real life. The player's goal is typically to complete a series of quests in order to reach the end of a central storyline. “In these environments, character development occurs through narrative elements and storytelling” (Ray, 2018).

The majority of these games place the player in the role of a character who gains strength and experience as the game progresses. By overcoming difficult challenges and/or defeating monsters, the player gains experience points that represent the character's progress in a chosen profession or class (such as melee combat or ranged magic spells) and allows the player to gain new abilities once a set amount is obtained. Moreover, gamers are often given choices in this genre that influence the final outcome of the game, which means many RPGs have alternate endings. The game gives instructions to be followed but that does not stop the player from discovering and going against the orders. According to

the game designing website, this genre is perfect for gamers who tend to search for freedom of choice, set their imagination on fire, and a well-presented storyline. Examples of this genre would be:

Final Fantasy VII, the Elder Scrolls V, Cyberpunk 2077, Fallout 4.

### 2.2.5 Simulation video games

There are many simulation video games, for example, an image of Euro Truck Simulator 2 Game play as shown in the image below, is taken from Play Station 4 console.



**Figure 2.5: Euro Truck Simulator 2 Game play**

A simulation game is designed to simulate real-world activities and allows more freedom of action within the games. According to Borders (2012, P. 10), “simulation games are those that attempt to simulate, as closely as possible, real life situations”. These games are focused on running companies, constructing towns, and creating people with

their own lives. Simulations seek to provide enjoyment through reenactment. However, combat simulations and racecar simulations are relatively popular in this game type.

Examples of this genre would be: Euro Truck Simulator 2, The Sims 4, Microsoft Flight Simulator 2020, Stardew Valley.

### 2.2.6 Strategy video games

There are many Strategy video games, for example, an image of Civilization VI Game play as shown in the image below, is taken from PlayStation 4 console.



**Figure 2.6: Civilization VI Gameplay**

Strategy games are games that emphasize long-term planning, analytics, and skillful thinking to achieve victory. According to Adams (2014), “strategy games challenge the player to achieve victory through planning and specifically through planning a series of actions taken against one or more opponents” (p.176). The decisions made by a player have a significant impact on the game's outcome. This suggests that the game's outcome is influenced by the players' decision-making skills.

Examples of this genre would be: Civilization VI, Age of Empires III, League of Legends, Dota 2.

### 2.2.7 Sport video games

There are many sport video games, for example, an image of FIFA 21 Game play as shown in the image below, is taken from PlayStation 4 console.



Figure2.7: FIFA 21 Gameplay

Sports Games simulate sports like football, baseball, golf, and boxing, skateboarding, ice hockey, tennis, etc. According to Adams, “sports games simulate a world the player knows a lot about: sporting events as they are in real life” (2014, p.178). These games usually require players to manage several characters and are often played in multiplayer mode with multiple players controlling different teams. However, some sports games place the emphasis on the experience of playing the sport, whilst others focus on the strategy behind the sport. In addition, they require coordination and strategy, especially if the player has to manage a team.

Examples of this genre would be: FIFA 21, NBA 2K21, eFootball PES 2020, EA Sports UFC.

Aesthetically, video games' graphics are usually designed to be as colorful, atmospheric, and dynamic as possible. Each scene is normally accompanied by a sound track to set the mood. Many games often have characters (sometimes voiced) and a plot that you can discover (and sometimes change) while you play. On a psychological level, games appeal to us more explicitly than many other practices due to their wide range of multi-dimensional aesthetic stimulation.

### **2.3 Video Games in Language Learning**

In recent years, Video games have evolved into something more than mindless entertainment. They have created gripping stories with characters that players can relate to, as well as vast, complicated worlds and tales that players can immerse themselves in and explore. Video games like Bio shock and The Last of Us, the latter winning the BAFTA Games Award for Story in 2014, are perfect examples of such games (Purchase, 2014). They have created complicated and challenging puzzles that force players to think and use their brains in order to progress and uncover more, as well as stunning in-game scripted cinematic scenes that rival Hollywood quality films, with characters and back stories that players can connect with. Despite the fact that video games are still largely used for entertainment, they are not certainly limited to that.

Many claims have been made about the positive impacts of video games on affective aspects such as anxiety and motivation, but few studies have looked specifically at the impact of video games on foreign language learning. An example of such a study was by Chik (2012), who showed that video game players identified three components of



video game-related activities that could be used to learn a foreign language. The first is in-game text consumption, such as a gaming character's dialogue. Second, interactions with other players in-game provide reasons and opportunities for using authentic English language use. Third, reading game-related online materials and participating in game-related discussions were highlighted as key aspects of learning through video game-related activities. Chik's research is one of the few that has looked into the perspectives of learners on game-enhanced and game-based learning.

Erkkilä (2017) gave further proof on this in his study. Erkkilä concluded that all Finnish teenagers believe that playing video games helps them learn English and that those who play video games often receive a significant quantity of input more than those who do not. The impact of video games on language ability was more noticeable in boys than in girls, but this was primarily owing to boys' larger playtime.

In addition, Uuskoski (2011) found similar results in his graduation thesis; those high secondary school students who spent the majority of their time playing video games also had higher English language grades. In the bachelor's thesis (Väisänen, 2014), which is complementary to the thesis of Uuskoski, the findings were also positive when video game play and English language competence of Finnish middle school students were compared. On average, the students with more time spent on playing video games had higher grades than their less-playing classmates.

Reinders and Wattana (2014) contended that the possibility of anonymity afforded by online video games, may impact anxiety levels and help language learners feel more comfortable about participating and making mistakes. Because there are no judgments made about usage and no evaluations connected to it, using English in online multiplayer

video gaming may not carry the same sense of risk as using the language in a formal classroom setting. The fact that learners can use English correctly or incorrectly, without the risk of failure or criticism, may encourage them to use it more and thus create a sort of English language comfort zone in which they maintain the behavior consistently.

In the USA, List and Bryant (2014) used Mine craft to teach mainstream seventh-grade students geographical concepts in a social studies class based on the curriculum. List and Bryant may not be able to teach all the major concepts of geography by using it; however, their students' vocabulary knowledge of geographical terms may increase by at least a third. The options for Mine craft are endless (for example, following instructions, describing the environment, or creating a fictional town complete with target language signage and usual Mine craft features).

Many gamers and users found that these games helped and shaped their language settings. Video games in a foreign language are a type of stimulated language immersion through interacting with other people in a virtual setting, exposing them towards the target language and its use, like learning new and rare vocabulary and getting a lot of repetition drills in many games. Therefore, video games became a potential avenue for enhancing learning and creating authentic contexts for learners.

## **2.4 Video Games and Motivation**

Students face many challenges when studying English. Lack of motivation, the use of conventional learning and teaching methods, and fear of English could all be obstacles to learning English correctly. To overcome this dilemma, integrating video games into the teaching process might increase student's willingness and desire to learn in a more trendy and accessible way that suits all students' levels and interests. Annetta states that "Video

games motivate learning by challenging, providing curiosity, beauty, fantasy, fun, and social recognition” (2008, p. 02). They are focused on a variety of visual, auditory, and tactile stimuli that appeal to the learner's emotions and encourage him to participate.

Moreover, “one of the foremost qualities of digital games is their capacity to motivate, to engage and to immerse players” (Felicia, 2009, p. 12). Immersion is a term used in the game industry to describe the level of interaction and participation a player has with the game. The player’s immersion refers to “... a psychological condition in which one person has all his attention on a single activity and feelings are channelled to that point in particular” (Mendonça & Mustaro, 2012, p. 102). It is a mental state in which the player feels intense engagement to the game he is playing. So, video games can create a good learning environment and promote user engagement. It can be an important tool for motivating students, increasing their excitement, and checking their comprehension.

Fromme (2003) agreed with McFarlane and Sakellariou (2002) because they both stress the benefits of video games from various perspectives. First, games can help to reduce anxiety, making it easier to learn a second language. Second, they are highly inspiring and engaging, and they provide opportunities for shy students to share their thoughts and feelings. Finally, games enable students to gain new experiences in a foreign language while also providing a break from the usual classroom activities. As a result, a comfortable environment is created, allowing students to recall information more quickly and effectively. Since it combines fun, entertainment, and situated learning, video games can be highly motivating for learning English as a foreign language. As a result, learners and even teachers become more involved in the learning and teaching process.

## 2.5 The positive Effects of Playing Video Games

Video gaming is a very popular leisure activity among adults. The amount of time spent playing video games has increased every day. The vast majority of psychological research on the consequences of "gaming" has focused on its negative effects, such as potential violence, addiction, and depression. We acknowledge the importance of research, nevertheless, we believe that a more holistic perspective is needed; one that recognizes not only the potential negative consequences of playing these games but also the benefits. Since the nature of these games has changed drastically in the last decade, they have become increasingly complex, dynamic, realistic, and social in nature, it is important to consider these potential benefits. Video games have four positive effects: enhancing learning, developing social skills, problem-solving, and mental health benefits.

Video games may enhance the ability to learn. Early on, developers found that video games could be used to help children improve their reading and math skills. In addition, Video games can stimulate your child's interest in technology and can be a gateway to learn technical skills such as coding or programming (Tumbokon, 2021). According to a report by the UK's National Literacy Trust, playing video games provides young people with a pathway through reading and improves their interest in reading skills, promotes creativity by writing, facilitates positive contact between family and friends, enhances empathy, and supports mental health (Tumbokon, 2021).

Today, some games incorporate world history, cooking, politics, chemistry, architecture, and other topics not exposed to in school. Therefore, playing video games can help teach people about various topics, from science to history, and can also help people learn on their own, especially since it increases people's motivation to engage with the

material. Playing field-specific training games (often referred to as serious games or applied games) can help people improve their skills in that field. In addition, Video games can stimulate your child's interest in technology and can be a gateway to learn technical skills such as coding or programming (Tumbokon, 2021). Video games are an enjoyable workout for their ability to improve our general cognitive learning capacities.

There are other advantages to playing video games. From a social standpoint, they encourage introverts to overcome their social phobia by forcing them to talk and build relationships with their teammates in order to win the game. Introverts can overcome their fear of social interaction and fit in with others in this way, and after they have gotten used to it in the game, finding friends outside of it is a breeze. According to Tumbokon (2021), multiple-player games inspire your child to work together to achieve his objectives. Your child will learn to listen to others' ideas, develop plans with other children, and distribute tasks depending on abilities. Some online games are even played worldwide, allowing your child to interact with people from all over the world. This encourages friendships among people from different cultures.

Playing video games can also aid in the development of problem-solving abilities in children. The more sophisticated video games, such as role-playing games that teenagers reported playing, the more their problem-solving skills and school grades improved. According to Ronaldo (2020), "Video games improve problem-solving skills because they allow you to try out different things without costing you a lot. For instance, if you are playing a puzzle game, you will keep trying out new things to figure out what works". The trial-and-error method is beneficial in both gaming and real-life since it builds confidence. The majority of people avoid problem-solving because they believe they are

incapable of doing it. On the other hand, video games teach us that solutions are not always obvious and that attempting new things is not always a bad thing.

Video games can have mental health benefits in that they can help you relax and reduce stress levels. A study published in the journal *Social Psychiatry and Psychiatric Epidemiology* in 2016 suggests, “video game use is not associated with an increased risk of mental health problems. On the contrary, the data presented here suggest that video games are a protective factor, especially regarding peer relationship problems for the children who are the most involved in video games”( Etchells 2016). Playing video games can increase your self-esteem and improve your mood, and the more competent you feel at the game, the more you will benefit in this regard.

In a 2013 study, researchers from Berlin's Max Planck Institute for Human Development and St. Hedwig-Hospital discovered that playing Super Mario 64 for 30 minutes a day for two months increased grey matter in the right hippocampus, right prefrontal cortex, and cerebellum. These brain regions are important for spatial navigation, strategic planning, working memory, and motor performance. Bipolar disorder and dementia are linked to a loss of grey matter. Moreover, individuals who enjoyed playing the game experienced a greater increase in grey matter volume. According to the findings, video game training could be utilized to counterbalance recognized risk factors for reduced hippocampus and prefrontal cortex volume in conditions such as post-traumatic stress disorder, schizophrenia, and neurodegenerative disease.

## **Conclusion**

This chapter attempted to review the use of technology in EFL learning. More precisely, the use of video games in language learning. Thus, video games as a hobby

provide opportunities for learners to learn the target language through active recreational game play and through interaction with other video game enthusiasts. Scientists and researchers are becoming more and more interested in the gaming field due to the results they obtained through different studies and investigations regarding the effect of video games. The future of video game research might witness significant success, as they are no longer a mere entertainment tools, but also learning tools that would promote certain language learning aspects. In addition, video games might be used as tools in treatments for psychological and neurological disorders.

# **Chapter Three:**

## **Analysis of the Findings**



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## **Introduction**

This chapter is the fieldwork of the present study that consists of two parts. The first part deals with the theoretical background of the research methodology of the under-investigated study; namely, research methods, population, sampling, and data collection tools. The second part aims to check the effectiveness of video games in learning vocabulary by means of a semi-structured questionnaire in addition to a semi-structured interview, including a detailed analysis and interpretation of the gathered data, discussing and synthesizing the findings. This chapter concludes with a careful discussion and synthesis of the findings in order to answer the research questions, and to test the hypotheses suggested in the general introduction.

### **3.1 Research Method**

The Mixed-methods approach was adopted in this research combining both the quantitative and qualitative approaches due to the nature of the study, which involved investigating the impact of video games in learning vocabulary. We opted for this method to collect both quantifiable results to be used for statistical analysis, and qualitative data to focus on individual insights and attitudes of the respondents. According to the research problem, the aims of the study, the research questions, and the hypothesis, a descriptive research methodology was adopted, because it is an appropriate method that can be used to explore the role of something, describing opinions and attitudes toward an issue, and confirming the research hypothesis.

### **3.2 Population/Sample**

For the sake of collecting data, two samples were used: A sample of 32 participants of third-year EFL students was selected from the total population of 105 students at Omar

Idriss Secondary School of El Kantara to answer a questionnaire aiming to gather their views about the subject under investigation. Our sample is going to be a non-random Sampling (non- probability-sampling). More precisely, we opted for a convenience sampling technique. The sample was chosen only after the observation was held. We, at first, selected the students who showed an interesting capacity in the oral sessions as we expected that most of the active students were gamers (they play video games). Then, we narrowed the sample to only gamers who played (or still playing) various genres of video game. This narrowed the sample size to 32 students regardless of their sex and age. In addition to three (03) teachers with different teaching experience periods were selected randomly from a population of four (04) teachers to conduct the interview.

### **3.3 Data Collecting Tools**

To answer the research question and test the research hypothesis, the following two data gathering tools were used. A semi-structured questionnaire was administered to gamer students from third-year Secondary School at Omar Idriss of El Kantara. It was posted online via face book to have the participants' attitudes towards the use of video games in learning vocabulary. The questionnaire was designed to suit gamers and to investigate whether video games have a real impact on the learners or not. The questions allowed them to choose the appropriate answers according to their points of view and can add their comments. The questionnaire contained items in form of close-ended questions such as multiple-choice questions and open questions.

After the collection of the data, they were analysed and interpreted to answer the research questions and to confirm or reject the null hypothesis. The questionnaire was analyzed through counts and percentages by the Excel and the results are presented in form

of Diagrams, Tables, and Figures. In addition to the questionnaire, a semi-structured interview was conducted to gather information about the teacher's opinion concerning the effect of the use of video games as a teaching tool in EFL classrooms to develop student's vocabulary. Content analysis was used with this latter tool.

### **3.3.1 Students' Questionnaire**

#### **3.3.1.1 Aim of the Students' Questionnaire**

The students' questionnaire aimed to provide third-year students at Omar Idriss Secondary School of El Kantara with the opportunity to give their opinions and express their viewpoints about learning of vocabulary knowledge. In addition, they sought to show the methods and materials they prefer to use in learning this target language. Likewise, it attempted to find out students' attitudes towards using video games to improve vocabulary learning. Overall, this questionnaire was designed to gather data on the topic under investigation.

#### **3.3.1.2 Description of the Students' Questionnaire**

This questionnaire was designed for third students at the Secondary School of El-Kantara "Omar Idriss". It was divided into three sections containing 14 questions that differ between close-ended questions to collect short and direct answers, and open-questions to collect longer answers with more details about the topic under investigation. The first section contains three (03) questions (from items 01 to 03) which aimed to collect general information about the participants. In addition, the second section contains six (06) questions (from items 04 to 09), which focus on students' perceptions about video games in improving English language learning. The third section contains five (04) questions

(from item 10 to 14), which aims to explore students' views about using video games as a pedagogical tool to learn English vocabulary.

### **3.3.1.3 Validating and Piloting the Students' Questionnaire**

Before administering the questionnaire to the students, it was validated and piloted to ensure its content and face validity. The comprehensibility of the questions, the wording of items, and the overall layout of the questionnaire should all be examined during the piloting stage. This questionnaire was first validated by the supervisor of this study who suggested some modifications in terms of the wordiness of some items. Then, it was sent via Facebook to seven students (7) chosen randomly from the population for the sake of piloting it. Based on the complete students' answers, no modifications were made before the administration of the questionnaire.

### **3.3.1.4 Administration of the Students' Questionnaire**

After the piloting and the validating stage, the questionnaire was sent online to participants via Messenger. The online questionnaire was designed using the services of the survey software Google Forms. The platform provides many facilities to vary the structure of the questions including the Likert scale, multiple-choice and open questions. The student's answers were automatically stored and recorded through the Google Forms Survey Platform. Online submitting was beneficial; it helped us receive the needed data in a short period.

3.3.1.5 Analysis of Students' Questionnaire

Item 1. Your level in English language is:

Table3.1: Students' Self-assestment of theirLevel

Option	Frequency	Percentage
a) Excellent	8	25%
b) Good	17	53%
c) Medium	7	22%
d) Poor	0	0%
<b>Total</b>	<b>32</b>	<b>100%</b>

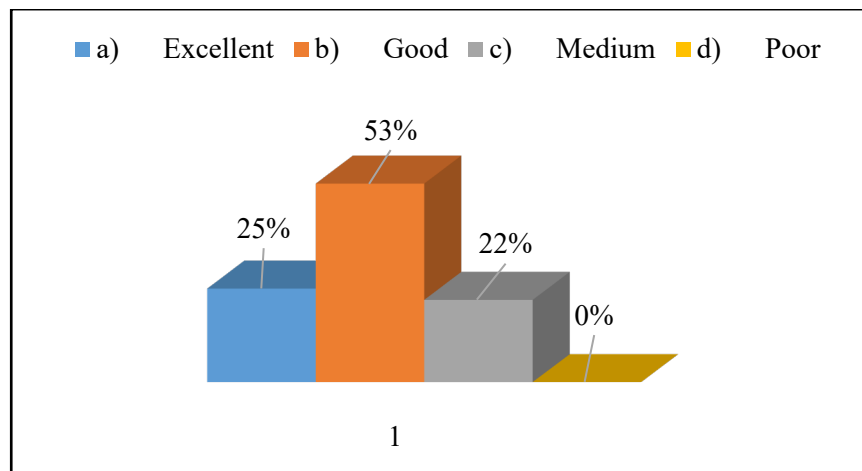


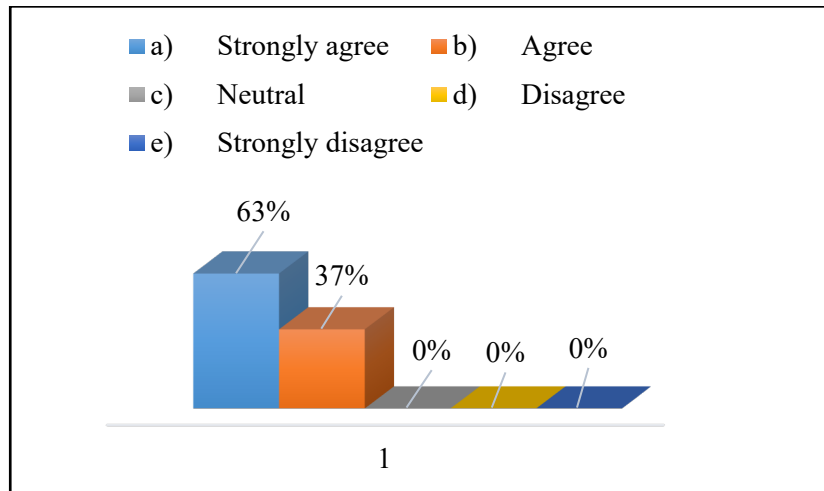
Figure 3.1: Students' Self-assestment of their Level

The above table and graph present the students' English level. Based on the data obtained from students' responses, as it is seen, the majority of the students of the sample 17 (53%) have a good English level. Moreover, eight respondents (25%) declared that their English level is excellent. The remaining ones (22%) of them have a medium level while no student (0%) thought that his/her level in English is poor.

**Item 2. According to you, learning vocabulary is very important to develop language proficiency.**

**Table 3.2: Students ‘Degree of Agreement with the Statement “Learning Vocabulary Develop Language Proficiency”**

Option	Number	Percentage
a) Strongly agree	20	63%
b) Agree	12	37%
c) Neutral	0	0%
d) Disagree	0	0%
e) Strongly disagree	0	0%
<b>Total</b>	<b>32</b>	<b>100%</b>



**Figure 3.2: Students’ Degree of Agreement with the Statement “Learning Vocabulary Develop Language Proficiency”**

The data shown above demonstrate that all students agree that learning vocabulary is very important to develop their language proficiency; (63%) strongly agree with the

previous statement and (37%) agree while no one (0%) said that they disagree/strongly disagree. Meanwhile, the students provided justifications about that issue as summarized:

**Students' justifications****a) 'Strongly agree'**

- Because without vocabulary nothing can be conveyed, you cannot convey your thoughts and ideas.
- Because the more words we learn the better and that's how we start making sense
- Vocabulary is the keystone of any language, without which little can be communicated.
- Yes, I strongly agree to that, because the more you learn a new word, the more it increases in your linguistic culture
- In order to communicate and express your thoughts, a rich background of vocabulary is a necessity.
- A good vocabulary makes the language easy to manipulate
- Learning vocabulary is crucial to have a rich background that allow me to speak write and master the language
- A rich vocabulary makes the four skills easier to perform
- Because vocabulary is considered as a key to reading comprehension and students/readers cannot understand what they are reading without knowing the exact meaning of the words
- Without vocabulary we cannot even formulate a sentence
- Learning vocabulary would surely enlarge your vocabulary background and will always provide you with more options in picking the right words in sake of accuracy and exactness within the language
- Because it enrichour English
- Without vocabulary there is no accurate language
- For a better level of communication about different topics, we need to acquire more vocabulary that covers all those topics.



- Vocabulary in English is a vital tool for gaining the ability to interact with others
- Learning a language necessitates accumulating a sound knowledge as regards the ability to proficiently use different words in their right context. Thus, L2 learners' proficiency level is oftentimes judged by the extent to which they can possibly memorise and use words appropriately.
- To me If I know more vocabulary I will be able to understand what in front of me and be quick and understanding I think.

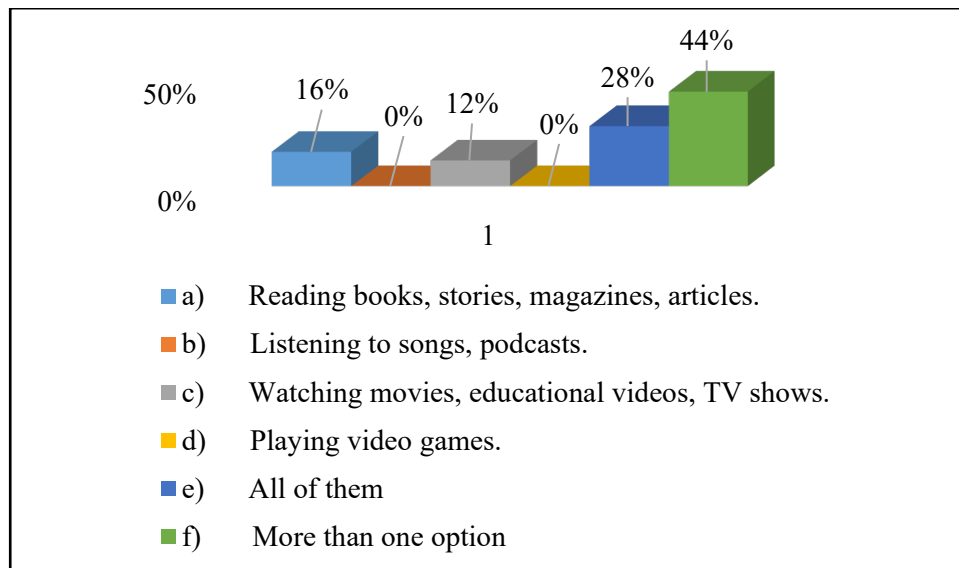
**b) 'Agree'**

- Speakers of foreign languages are required to have diverse range of vocabulary in order to effectively communicate their ideas and thoughts. I personally think that the less vocabulary we have the less we are able to communicate.
- I think that vocabulary is essential for language production
- Without vocabulary, you cannot even collaborate good meaningful sentence.
- "In order to call it ""proficiency"" the one must have a vast vocabulary of the targeted language.
- To rise your level in English you need every day new vocabulary and don't forget to use it in your speech by this way u can improve your English
- Because that way you will enrich your understanding
- Learning vocabulary can build up the language every time u learn a new vocabulary u can use in a different sentences which that was my way of learning English
- Like any language vocabularies it's the basis of English
- We cannot write, read, speak, or even understand what others say without having a vocabulary.

**Item 3. What do you do in order to gain new vocabulary knowledge?**

**Table 3.3: Students' Strategies to Increase their Vocabulary Size**

Option	Number	Percentage
a) Read books, stories, magazines, articles.	5	16%
b) Listen to songs, podcasts.	0	0%
c) Watch movies, educational videos, TV shows.	4	12%
d) Play video games.	0	0%
e) All of them	9	28%
f) More than one option	14	44%
<b>Total</b>	<b>32</b>	<b>100%</b>



**Figure 3.3: Students' Strategies so Increase their Vocabulary Size**

The question above aims to know the preferable methods to gain new vocabulary. The respondents picked more than one option. According to the results in the above figure, it can be seen that the majority of the students (44%) reported that they prefer to use different methods (picked more than one answer) to increase the size of their lexical

knowledge. Whereas, 28% of the students chose all the listed strategies( Reading books, stories, magazines, articles; listening to songs, podcasts; Watching movies, educational videos, TV shows; and playing video games). In addition, 16% of students prefer reading books, stories, magazines, articles to improve their vocabulary knowledge. The lowest percentage (12%) refers to students who said they prefer learning vocabulary through Watching movies, educational videos, TV shows.

**Item 4. Do you play video games?**

**Table 3.4: Gamers' Students**

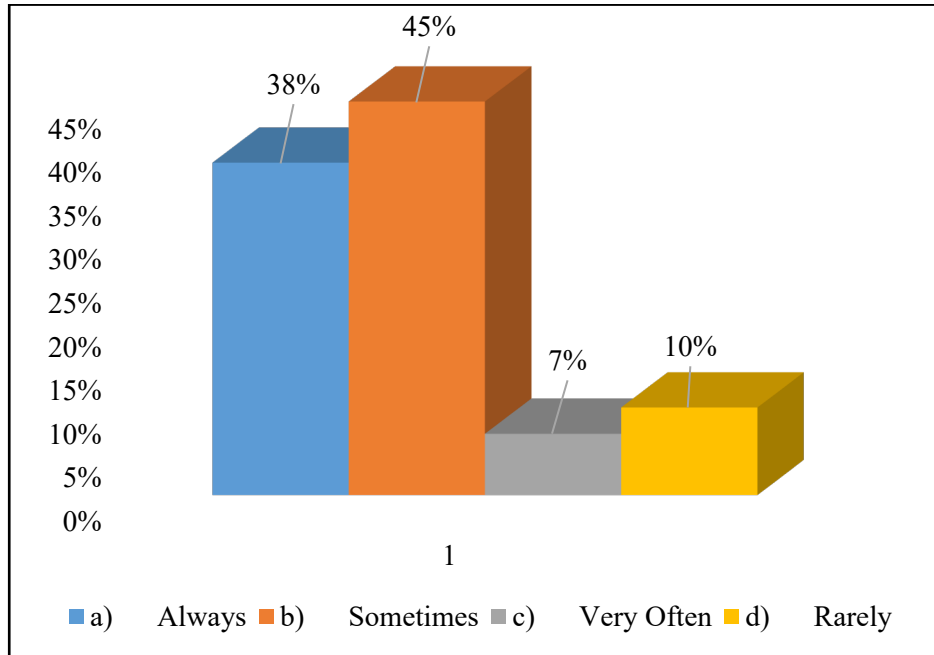
<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) Yes	29	91%
b) No	3	9%
<b>Total</b>	<b>32</b>	<b>100%</b>

As indicated in the above table, 29 students (91%) out of the 32 participants reported that they play video games; three of them (9%) stated that they do not play video games. As a result, the majority of students are gamers.

**If yes, how often?**

**Table 3.5: Frequency of Playing Video Games**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) Always	11	38%
b) Sometimes	13	45%
c) Very Often	2	7%
d) Rarely	3	10%
<b>Total</b>	<b>29</b>	<b>100%</b>



**Figure 3.4: Frequency of Playing Video Games**

We intend through this question to check again the answer of those who responded with 'Yes' that represents 29 students from the whole sample 32t the students' frequency of playing video games. The majority of the sample (45%) reported that they sometimes play video games, and then (38%) of the respondents claimed that they always play. However, only (10%) who said that they rarely playing video games. Whereas (7%) of them playing it very often.

Item 5. What type of games do you prefer playing?

Table 3.6: Types of Video Games Students Prefer to Play

Option	Number	Percentage
a) Action	1	3%
b) Sports	3	9%
c) Strategy	1	3%
d) Adventure	3	9%
e) Fighting	1	3%
f) Role-playing	0	0%
g) Horror	0	0%
h) Shooter	0	0%
i) More than one game	23	73%
<b>Total</b>	<b>32</b>	<b>100%</b>

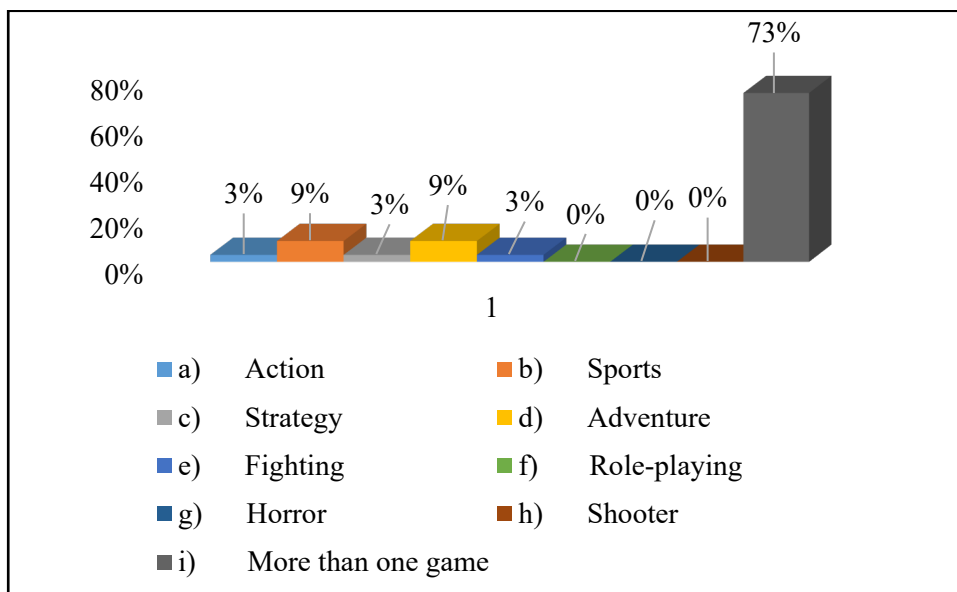


Figure 3.5 Types of Video Games Students Prefer to Play

Table 3.5 presents the students' choices of their preferable genre video games. The respondents chose multiple choices. Out of the respondents' answers, 23 (73%) of the students claimed that they prefer more than one genre of games. Moreover, three (9%) of our sample prefer sports games. The same number of students chose adventure games as their favorite type. In addition, one (3%) of the respondents preferred to play action games. Another student (3%) prefers the strategy genre and the last respondent chose the fighting type as his favorite one. Overall, the results showed that the majority of students prefer to play different genres of video games.

#### Item 6. Did playing video games help you learn English?

**Table 3.7: Playing Video Games Helps you Learn English**

Option	Number	Percentage
a) Yes	29	91%
b) No	3	9%
<b>Total</b>	<b>32</b>	<b>100%</b>

The answers were positive in that 29-participant answered with 'Yes', while; only three participants said 'No'. Having this distinction in the answer confirms our assumption that video games do indeed affect English Language Learning.

If yes, tell us in what way did it improve your language proficiency?

Table 3.8: Language Proficiency Improved by Video Games

Options	Number	Percentage
a) It helped you practice speaking English with native speakers.	2	7%
b) It helped you learn new vocabularies.	3	11%
c) It helped you improve your listening skills.	0	0%
d) It helped you better understand the instructions given by the game.	0	0%
e) All of them	12	41%
f) More than one benefit	12	41%
<b>Total</b>	<b>29</b>	<b>100%</b>

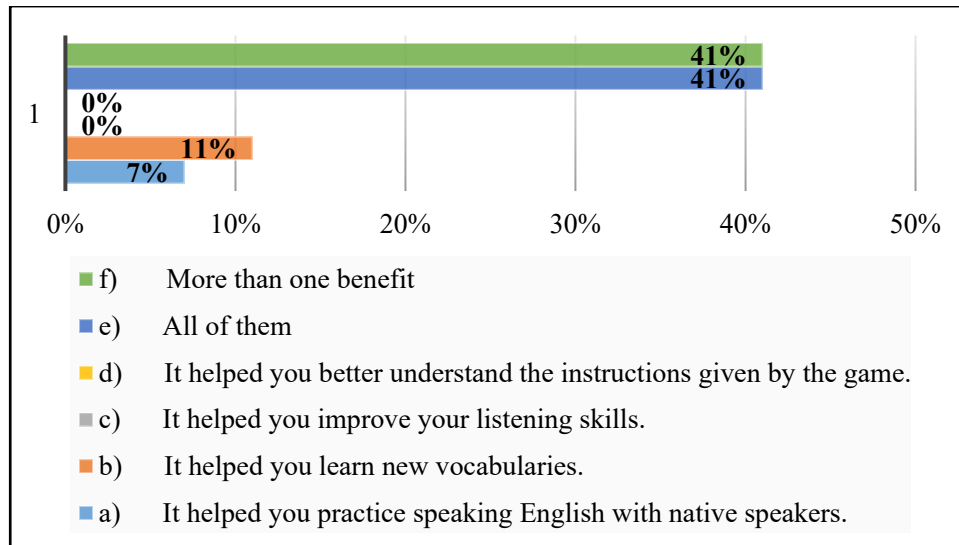


Figure 3.6: Language Proficiency Improved by Video Games

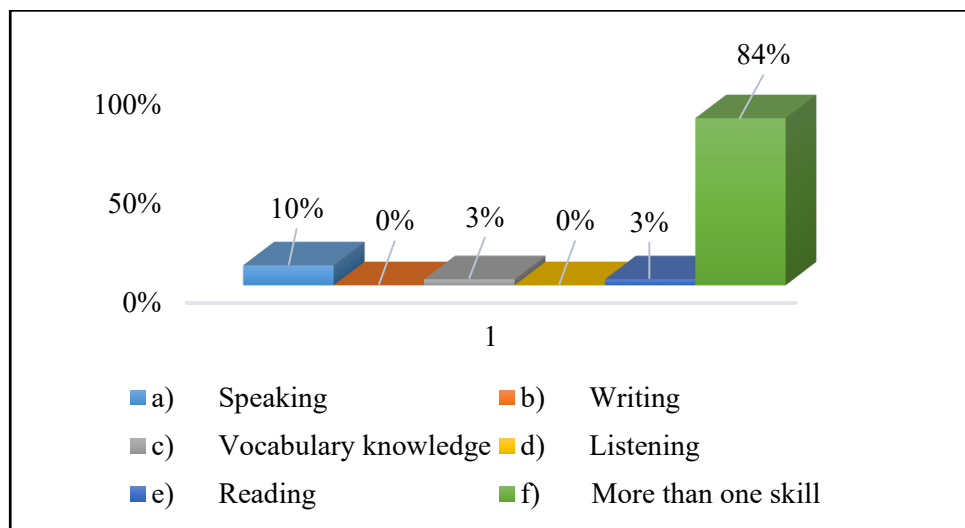
The graph above shows that videogame-helped users improve reading, writing, listening, and speaking according to those answered with ‘Yes. It appears that learning new vocabularies, practicing speaking with native speakers, improving listening skill, and understanding the instructions given by the game is natural when gaming as the high

percentage (41%) which implies that gamers end up increasing, many skills every time they play a game. However, the lowest percentages (11%), (7%) are related to students who considered only one skill improved when playing video games such as learning new vocabularies and practicing speaking with natives.

**Item 7. Which skills do you need for playing?**

**Table 3.9: Student’s Skills Need it for Playing**

Option	Number	Percentage
a) Speaking	3	10%
b) Writing	0	0%
c) Vocabulary knowledge	1	3%
d) Listening	0	0%
e) Reading	1	3%
f) More than one skill	27	84%
<b>Total</b>	<b>32</b>	<b>100%</b>



**Figure 3.7: Student’s Skills Need it for Playing**



The graph above shows the students' perception towards the most language aspects that they need when they play video games. It is clear from the findings that 84% of the participants choose more than one skill need for playing games. Yet, 10% said that speaking skill is greater importance for playing video games, while only 3% of the respondents that needs vocabulary knowledge. In addition, 3% of the participants said they need reading skills for playing games. We deduce that EFL learners can boost various language skills through playing video games.

**Item 8. Do video games raise your interest to develop your English vocabulary?**

**Table 3.10: Video Games Raise your Interest to Develop your English Vocabulary**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) Yes	27	84%
b) No	5	16%
<b>Total</b>	<b>32</b>	<b>100%</b>

The table above demonstrates whether video games raise students' interest in developing their English vocabulary. Based on the findings, the great majority of the students with a percentage of (84%) said yes while the minority (16%) answered by No. That is to say, most EFL students have a positive attitude towards using video games to raise their interest to develop vocabulary.

**Item 9. Have you noticed any improvement in your vocabulary while playing the game?**

**Table 3.11: Playing Video Games Improve Vocabulary Students**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) Yes	26	81%
b) No	6	19%
<b>Total</b>	<b>32</b>	<b>100%</b>

The results as presented in the above figure show the answers of the respondents about whether they noticed any improvement in their vocabulary while playing the game or not. The majority of the students (81%) answered by “Yes” and (19%) of the students answered by “No”.

**If yes, please explain how**

The responses of the participants are illustrated in the following points:

- Because I always learn new words from native speakers.
- Learned more words as I play those required for the game objectives and missions
- For example, in order to understand the instructions of the game you need to understand what is communicated. Therefore, every time I encountered a new word I had to check its meaning. Same goes for talking to natives while playing, you automatically improve your vocabulary; even if you do not understand the exact meaning, the contextual meaning helps you comprehend what is being conveyed. With time, your vocabulary will undoubtedly improve.
- Each time I play a new game, I come across new words
- By playing online with unknown people, you need to speak the most common language, which is English, and this helped improve the language.

- My communication is more fluent with my team, I am more aware of the game's objectives and missions
- It helped me understand dialogues and conversations
- Playing video games urges and helps learning new vocabulary because in order to move on to the next levels you need to understand the conversations and instructions, so you will unconsciously enrich your vocabulary
- Yes, when I play video games, I always encounter new words, which I did not know of before.
- It gave me the opportunity to practice more the language and learning vocabulary so that it improves my skills at the level of listening comprehending speaking and retaining
- I can communicate with friends using that vocabularies in a correct way
- It improves student's understanding because most of the games requires spelling and rearranging words in order to get a correct sentence grammatically. It develops life skills such as creativity and critical thinking
- In online video games, we meet many foreigners; in order to have a smooth conversation with them we need a good vocabulary.
- It helped me learn new vocabularies
- It made me eager to expand my vocabulary because I wanted to have a better understanding of the game and its story. And later that made me want to practice what I learned with other players
- You more interact and understand the new vocabularies within the games. You more become able to proceed with no difficulties
- Through reading the instructions in video games, I learned many new words and started understanding more what the characters of the games are saying
- There was a remarkable improvement regarding the way language is contextually used based on the games' instructions.
- I am able to look and listen at any time and be able to narrow what could be the meaning and feel like I am native speaker :)
- I get better at pronouncing words and have the ability to speak very clearly
- Same video games like metal gear or from software games they use very big and complicated scenarios and they pick many Expressive vocabulary

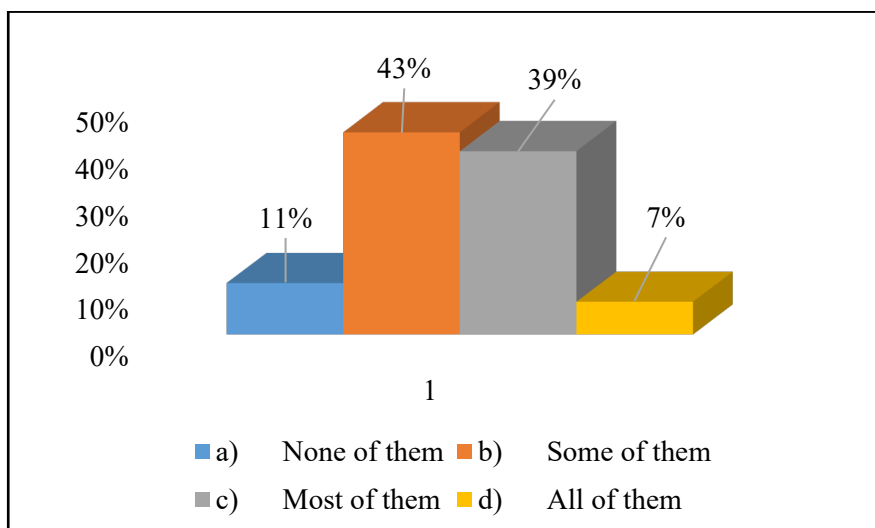
**Item 10. Have you ever been exposed to such vocabulary in high school?****Table 3.12 : Vocabulary Exposure**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) Yes	28	88%
b) No	4	12%
<b>Total</b>	<b>32</b>	<b>100%</b>

The results as presented in the above figure show the answers of the respondents about whether they were exposed to such vocabulary in high school or not. The majority of the students (88%) answered by “Yes” while (12%) of the students answered by “No”. This last led to the next part of the question.

**If your answer is yes, how many words do you remember?****Table 3.13 : Students' Vocabulary Recall**

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
a) None of them	3	11%
b) Some of them	12	43%
c) Most of them	11	39%
d) All of them	2	7%
<b>Total</b>	<b>28</b>	<b>100%</b>



**Figure 3.8: Student’s Vocabulary Recall**

As the table and figure above shows, the majority of participants (43%) answered that only some of them could be recalled. The rest of the answers was divided into 39% of answers was most of them while the other 11% responded none of them whereas, 7% of answers was all of them. Not being able to recall or remember vocabulary one used to know is the major problem of vocabulary learning this is majorly due to the lack of use and practice of words.

**Item 11. Does using video games in the classroom motivate you to learn English vocabulary?**

**Table 3.14: The Use of Video Games in the Classroom Motivates Students to Learn English Vocabulary**

Option	Number	Percentage
a) Yes	28	88%
b) No	4	12%
<b>Total</b>	<b>32</b>	<b>100%</b>

This item tries to gather the necessary data about whether using video games in the classroom motivates students to learn English vocabulary or not. As demonstrated in the table, (88%) answered by “Yes” while only a few students (12%) answered by “No”.

**Item 12. Which video games have you played and think are suitable to improve vocabulary knowledge? (List two at least).**

Depending on the outcomes of the previous question, the applicants had to mention what are the games that assisted them to ameliorate their vocabulary. We received a rich set of suggestions so we chose to introduce the most repeated ones that are:

- Battlefield one.
- Horizon Zero Dawn.
- God of war
- Uncharted 4
- Call of duty: modern warfare.
- Campaign mode.
- GTA V
- Mincraft
- Red dead redemption

All the games that they mentioned are story mode games.

**Item 13. What video games would you suggest as a pedagogical tool? (Mention two at least).**

The games suggested here are the ones that impacted their language learning the most. But only as an outside the classroom activity because when we questioned them

what games they would include as a course if video games were a subject to be added in the educational system, most of the previously suggested names were not mentioned.

- Red dead redemption
- CivilizationVI
- Mine craft
- assassin's creed

All the games that they mentioned are story mode games.

**Item 14. Why do you think the games you suggested are suitable?**

- Because they let students be more engaged in the learning process hence, they learn more vocabulary.
- Because the story is good and it require thinking to be able to complete objectives
- It helps to pronounce
- I think there are many games that could be helpful for classroom teaching. They just need to be manipulated in the right way.
- They are online multiplayer games and they allow interaction between players
- Because they are games that depend on communication
- The only video games that can be used for teaching are learning centered games
- Because they contain rich vocabularies and they shed the light on cultural and historical and tactical terms
- Rich content to read and listen to, many characters you can have realistic conversations with.
- I believe that they are rich with vocabulary that is not very common in everyday speech.
- They are based on using vocabularies of directions and place they may help to learn directions
- The games like assassin's creed are vast with historical knowledge. In addition, games like Skyrim provides lore rich with vast vocabulary.
- Because these linguist-developed games will help students to improve all their English skills

- They both develop the brain activity along with language requirement, in order to understand the question, answer it, and pass to next level; you need to be acquainted with the vocabulary used.
- Because it requires interaction between two people, in which one has to describe what he sees to his friend who does not see in order to pass to other levels in the game.
- They introduce players to the various sets of vocabulary that co-exist in the language programmed in the game.
- It has a lot of narrative and text inside and its exciting
- Because they educational video games
- It should be educational and official

Some of the participants elaborated on their choices. According to them, Mine craft is a good choice for persons with an elementary level or who wish to establish a strong vocabulary base. The game introduces players to developing their creativity and providing a place where they may bring their imaginations to life while learning. Second, Red Dead Redemption II is suitable for middle and high school students as they build a teamwork spirit so pupils will learn how to blend in and avoid awkwardness. As a result, we will see a smaller number of introverts and passiveness.

Furthermore, games with historical storylines and settings, such as Civilization VI and Assassin's Creed, would be an excellent supplement to students' current history classes. When information is presented to the brain in the form of graphics, it performs better; colors, as well, influence brain performance. A significant amount of challenges may be avoided if video games were employed to introduce classes. Finally, videogames should not be added as a mandatory module that students will be tested on at a later time of the term. That would deviate from the objective of our research and would result in negative outcomes. However, they should be added as a helper tool that students would



join voluntarily. That way, the fun and excitement feature would still exist and learners would not look at it with stress knowing that they will be tested on it. Playing video games is just like reading books, it is entertaining and educational as long as they are not imposed by an external side.

### **3.3.1.6 Interpretation of the Students' Questionnaire**

The present research work has provided results about the role of video games in developing students' vocabulary at secondary school. The analysis of the students' questionnaire findings provides valuable answers that supported the research hypothesis. Based on the results, we may conclude that video games have a positive impact on vocabulary learning. If appropriately chosen, video games allow for the use, practice, and exposure of new lexical items. The relaxation atmosphere and the entertainment factor are the most motivational characteristics in the design of games. It is undoubtedly that the study combines most of the mentioned characteristics of a good learning game, drama, exploration, challenge, competition, fantasy, goals, interaction, outcomes, rules, and safety. The participants hold a very positive idea about the games as more than half agreed to integrate them in an educational setting.

### **3.3.2 Teachers' Interview**

#### **3.3.2.1 Aim of the Teachers' Interview**

The second tool used for the study was teachers' semi-structured interviews which aimed to collect EFL teacher's different views, attitudes, comments, and feedback about the effectiveness of video games in learning English vocabulary.

### **3.3.2.2 Description of the Teachers' Interview**

The study interview was designed to collect data from EFL teachers at Omar Idriss Secondary School of El Kantara. It is a semi-structured interview which consists of nine (09) questions (open-ended questions) to limit teachers to the researcher's theme boundaries and make them free in giving much more details about our theme. From the designed interview, we aimed to investigate the students' difficulties in learning vocabulary and how the teachers deal with it. In addition, we spotted the light on the effectiveness of video games in learning English vocabulary. Moreover, we intended to gather teachers' opinions about the use of video games as a pedagogical tool in the teaching and learning process to motivate students to improve vocabulary knowledge.

### **3.3.2.3 Validating and Piloting of the Teachers' Interview**

After designing the interview, it was first validated by the supervisor of this study who suggested some modifications in terms of the wordiness of some items. After that, the supervisor suggested choosing one teacher to do the piloting stage before the final conduction. The purpose of the piloting stage was to check if the interview questions were comprehensible, repeated, ambiguous, or lengthy. The main aim of the piloting stage was to gather teachers' feedback then take it into consideration while preparing and starting the final phase.

The piloting stage took place on May 2021. The interview was a face-to-face and recorded interview. While conducting the interview, we remarked that the teacher answered in a comfortable way and did not found any ambiguity or difficulty to answer the questions. It also provided me with rich information.

### 3.3.2.4 Conduction of the Teachers' Interview

The face-to-face interview was conducted with three (n=3) teachers from Omar Idriss Secondary School of El Kantara; the interviews took between 8 to 15 minutes in a relaxing atmosphere during which they provided us as much information as required for this research. We recorded the interview with all of them, and then we transcription it.

### 3.3.2.5 Analysis of the Teachers' Interview

1) How long have you been teaching in secondary school?

Teachers' responses indicate that their EFL teaching careers are different. The first teacher has been teaching English at secondary school for 31 years, whereas the second teacher has been teaching English for 12 years while teacher three has been teaching English for 8 years. The variety of teachers' periods in EFL teaching at secondary school positive for the researcher, because it guarantees that the next responses will be gathered from teachers with different experiences in teaching EFL at the secondary level.

2) What kind of difficulties do students meet in learning vocabulary?

#### **Teacher 01:**

- Difficulties in pronouncing words.
- They cannot make relations between the pronunciation of certain words and their written form.
- Unable to use or choose appropriate meaning full of words.

**Teacher 02**

- Most of the students do not understand the meaning of words besides they cannot make the difference between verbs, nouns and adjectives.

**Teacher 03**

- Lack of vocabulary and lexis.
- Translating each new word they meet into the mother tongue.

From the above results and responses, the researcher deduced that most EFL teachers share a common attitude or point of view that students face the same difficulties in learning vocabulary. Thus, teachers' responses indicate that students find difficulties while learning vocabulary and the main difficulties involve the complexity of words, spelling, meaning, and word pronunciation, and use.

**3) How do you solve this problem of learning vocabulary?**

This question is to demonstrate how teachers help their learners overcome vocabulary-learning difficulties.

**Teacher 01**

- Tell them to learn by heart words that relate for example to kitchen and then to garden etc. (context).

**Teacher 02**

- I always ask students to read more: short stories, magazines, newspapers in English if they are available.

**Teacher 03**

- Providing plenty of examples.
- Advising learners to read the new acquired word in context

From the previous interviewees' responses, it has been assumed that to help students learn new English words there are different activities. For example, one of the interviewees have advice their students to read short stories, magazines, and newspapers. However, the other one advise their students to learn by heart the new words. In addition, the third teacher reported that provide their learners plenty of examples, and he advised them to read the new acquired word in context.

4) What strategies do you focus on in order to develop your students' vocabulary knowledge?

**Teacher 01**

- Reading as much as they can.
- Listen to songs.
- E Even play games (language games).
- Write whenever it is possible to use the words learnt before.

**Teacher 02**

- I always advise students to read more and at the same time explain difficult words to enrich vocabulary knowledge.

**Teacher 03**

- Using dictionaries, crosswords, and mime and gesture.

- Watching videos

The main goal behind this question is to figure out the main strategies teachers use to improve their students' vocabulary knowledge. The most frequent strategies selected by teachers are reading, writing, listening to songs, and watching videos. While there are some other techniques such as using dictionaries, crosswords, playing language games, and mime and gesture. As it is noticed, teachers use different strategies to enhance their students' vocabulary level and facilitate language learning.

5) According to you, how can video games be helpful for students to learn English vocabulary?

**Teacher 01**

- Although video games are somehow harmful but many learners told them that, they got many words through playing video with others. (Communication especially people from American and England).

**Teacher 02**

- Video games can be helpful because students will depend on the skill of listening, the more you listen, the more you enrich your vocabulary and speak English fluently.

**Teacher 03**

- They are crucial because the new generation is keen on video games and most of them have English titles and they explain their step in English.

All teachers agree that the use of video games is helpful for students to learn new vocabulary. The teachers reported that video games help students to communicate effectively. While one teacher thinks the instructions of games can help students to learn new words. As a result, video games can enhance students' vocabulary stock unconsciously.

6) How do you perceive the implementation of video games as a teaching and learning tool?

**Teacher 01**

- Video games are famous among our learners so we have to make them and focus on them as a tool to learn vocabulary.

**Teacher 02**

- The implementation of video games as a teaching and learning tool is good but the problem is that it cannot be used in all algerian school.

**Teacher 03**

- It is a helpful tool.

The teachers believe it would be helpful to implement video games as a teaching and learning tool. However, one of the teachers told us the problem is it cannot be used in all Algerian schools.

7) How can video games be a motivating tool for learning English vocabulary?

Through this item, we aimed to check teachers' opinions about if video games can be a motivational tool for learning English vocabulary.

**Teacher 01**

- Video games imposed themselves on our learners especially online. So, they are motivated in a way that they enjoy and learn at the same time.

**Teacher 02**

- It can help students to learn new English vocabulary, speak with the right intonation, and most importantly, students will not feel.

**Teacher 03**

- They are indeed, because they help the teacher breaks the routine and they attract learners' attention.

From the previous interviewees' responses, it has been assumed that video games can be a motivational tool for learning English vocabulary. Thus, teachers indicate that video games attract learners' attention, they enjoy while playing at the same time they learn new vocabulary unconsciously in a motivating environment. Having video games as a kind of a hobby in the individual daily life certainly, develops and increases vocabulary capacity and knowledge.

- 8) In your opinion, what are the advantages and disadvantages of using video games as a technique to teach vocabulary?

Through this question, we aimed to know teachers' opinions about the advantages and disadvantages of using video games as a technique to teach vocabulary.



### Teacher 01

- Learners will be motivated more.
- Get more vocabulary than in classical lesson or even reading.
- Enjoy and learn at the same time.

### Teacher 02

- I think it will help students to learn and understand new vocabulary. In addition, they will be able to use it in their daily lives.

### Teacher 03

- They are fruitful while we use them in particular pedagogical cases.

All teachers agree that there are advantages to the use of video games as a technique to teach vocabulary. One teacher justifies that thinks it entertains and motivates the students to learn vocabulary. While the second one reported that video games expose the learner to the real-life use of the vocabulary of the target language, which can help them to communicate effectively. In addition, the third teacher reported that video games are fruitful while we use them in particular pedagogical cases. Whereas, none of them see that the use of video games as a pedagogical technique to teach vocabulary has negative effects.

9) Please, do not hesitate to provide suggestions or opinions regarding this topic

### Teacher 01

- To make teaching and learning successful we need learn what these young people are good at (video games, social media).

**Teacher 02**

- It is a good topic but I think that using video games as a tool to teach English vocabulary in Algerian school is difficult to be implemented.

**Teacher 03**

- The education authorities need to provide necessary tools like video games since they are crucial in modern teaching.

Through this item, we demand from teachers to comment or add any suggestion, one of them as (teacher 2) supported us and showed their admiration towards the topic whereas she mentioned that the using video games as a tool to teach English vocabulary in Algerian school are difficult to be implemented. Moreover, (teacher1) added," to make teaching and learning successful we need to learn what these young people are good at (video games, social media)." In the same path, (teacher 3) claimed that it would be better if the education authorities provide the schools with necessary tools like video games since they are crucial in modern teaching. From teachers' thoughts, we figured out that implementing video games makes students more exposed to the English language that helps them acquire more vocabulary.

**3.3.2.6 Interpretation of the teachers' interview**

The obtained data from the teachers' interviews provided us with a wide range of rich information that is beneficial to answer some of the research questions. From teachers' responses, we have deduced that video games have a vital role in developing students' vocabulary learning. The obtained findings from the first section showed that all the teachers have different experiences in teaching EFL at the secondary level. In addition,

most EFL teachers share a common attitude or point of view that students face the same difficulties in learning vocabulary, which involve the complexity of words, spelling, meaning, and word pronunciation, and use. Therefore, teachers use different strategies to enhance their students' vocabulary level and facilitate language learning.

Concerning the second section, all teachers also provided positive opinions towards the role of video games in developing students' vocabulary. More importantly, All of them agreed that video games are a fun and motivating technique that makes learners active during the learning of vocabulary. It would be helpful for them to discover this new tool in order to use it as a facilitator for further practices. It is worth noting that, most of them gave positive views about its importance in developing vocabulary, engagement, and increasing students' motivation to perform better in the classroom.

In addition, most teachers were attracted by its advantages that may improve the way of learning and helping students in the acquisition of the target vocabulary. Ultimately, some teachers recommended that video games would be helpful if it is well integrated as learning support for future practices. Accordingly, the views stated by the teachers substantiated their desire to use video games as a facilitator to help the students in learning and boosting the target vocabulary.

To conclude, the interview was beneficial in providing us deeper insights into the usefulness of video games in developing students' vocabulary. It was a useful tool to know teachers' opinions and attitudes in order to be able to achieve the research aims, answer the research questions, and confirm the research hypothesis.

**Conclusion**

The outcomes of this chapter have served our attempt positively. In the end, we have come to find out that our hypotheses met a safe ending, and they were confirmed to be workable. The analysis and interpretation of the results allow us to say that video games have a positive effect on vocabulary learning. The relaxation atmospheres and the entertainment factor are the most engaging characteristics in the design of games. In addition, we have figured out how do video games motivate learners to better their English language proficiency level and what sort of games affect the learning process. Having video games as a kind of a hobby in the individual daily life certainly develops and increases vocabulary capacity and knowledge.

# **General Conclusion**

### **General Conclusion**

Vocabulary skill plays a fundamental role in the foreign language learning process. It is considered the heart of the language and the main mean for successful communication. Thus, EFL teachers should adopt various techniques and strategies to help students enrich their vocabulary. One of those techniques is video games since they engage and motivate learners and provides them with opportunities for listening, speaking, and reading.

The purpose of this study was to investigate the impact of using video games as a modern tool on learning vocabulary. Video games are regarded as a form of entertainment or a waste of time rather than to be adopted in teaching in Algeria. The idea of changing the angle they look through towards video games was necessary because of the rapid spread of the video games industry. Using such a modern tool not only increases the learners' skills (vocabulary, communication, imagination, or creativity) but also strengthens the teacher-student relationship. Sometimes, the gap between the teacher's interests and his students creates an uncomfortable learning environment where the instructor feels like the learners are not engaged in the lesson and the learners feel that the teacher does not understand their needs.

This research consists of three chapters: the first two chapters represent the literature review of the study variables and the third chapter is the fieldwork. In the first chapter, the main elements related to vocabulary in terms of its mastery, learning and teaching were discussed. The second chapter presented an overview of the use of video games in language learning and teaching, while the third chapter is devoted to the analysis and interpretations of the results. To answer the research questions formulated in this research, a semi-structured questionnaire was distributed to 32 gamers' students from third-year

secondary School at Omar Idriss, El Kantara in addition to semi-structured interview conducted with three EFL teachers from the same secondary school. The obtained data from the two tools were analysed, followed by the discussion of the results.

The findings gathered in this study confirmed that video games have a positive impact on learning vocabulary. They also revealed that the participants had a very positive idea about using video games as a learning strategy. The majority of the participants did not mind the integration of video games into an educational setting. As video games proved to be an effective learning tool, learners' attention should be drawn to a correct choice of video games focusing on their educational value without losing the sense of entertainment.

### **Limitation of the Study**

The researcher encountered some difficulties while conducting this research. Initially, the lack of sources related to the video games variable was the main obstacle that affected our research progress; precisely, the unavailability of previous research studies on the relationship between video games and vocabulary learning. Moreover, Teachers' feedback was limited because of their unfamiliarity with the video games variable. Consequently, although the study has been affected by the aforementioned limitations, the collected feedback enabled us to confirm the validity of the research hypothesis.

### **Recommendations**

Based on the obtained findings of the implementation of video games as a teaching/learning technique to enhance learners' vocabulary knowledge, and according to the teachers' and the learners' attitudes towards video games, we conclude this study with some recommendations and suggestions to take into consideration for more efficacy.

**➤ Recommendations for Teachers**

Teachers should raise students' awareness about the importance of vocabulary learning. They should provide an enjoyable and attractive environment to motivate students to learn vocabulary. We would recommend teachers to explore the virtual world, even if not to play video games but just to have an idea about them. In implementing video games into the classroom, teachers should use them as an aiding tool and not as an instructional tool. Video games are diverse and can be used in different ways; however, we recommend that teachers use them as a form of exercise after presenting their lessons. In this way, learners are given a break from traditional learning and can review their lessons in an entertaining way that might help them remember the content of the lesson better.

Teachers need to check the video game rating and play the game themselves to assess whether it is appropriate in terms of language, violence, and educational content. It is also very important to mention a very crucial point that is the repetition of playing video games, even if they differ from one to another, is what makes the students and the players familiar with the meaning of the vocabulary. Moreover, teachers should select the appropriate video games that fulfill the learners' learning needs, including learning vocabulary, learning language skills, and so on.

**➤ Recommendations for Students**

- Students should devote more time to learn vocabulary outside the classroom.
- Students should use video games not only to entertain themselves but also to learn new vocabulary.
- As video games proved to be an effective learning tool, learners' attention should be drawn to a correct choice of video games focusing on their educational value without losing the sense of entertainment.



- Some video games require a certain level of computer skills. To benefit fully from video games as a language learning tool, we recommend that learners should first improve their computer skills. Because a lack of computer skills has led to a lack of attention to game content and thus a lack of learning.

### **Suggestions for Further Studies**

By building on the current study, further research can continue to explore the effect of video games with other variables as improving the speaking skill or increasing students interaction through the experimental approach. More research on the effects of massively multiplayer online games (MMOGs) and massively multiplayer online role-playing games (MMORPGs) on other aspects of language, particularly pronunciation, can be done. Nowadays, online games offer not only global multiplayer games, but also the opportunity to communicate with native speakers through games.

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# Appendices

## Appendix 1:

### Students' Questionnaire

Dear student,

You are kindly requested to answer this questionnaire which is designed for the sake of gathering information to undertake a master's research. Through this questionnaire, we attempt to investigate the impact of video games in learning vocabulary. Your collaboration will be a great help for us to gather the needed information for the study. Please, tick (✓) in the appropriate box(es) and give full answer(s) whenever it is necessary.

Researchers' name: Ayache Hayem

#### Section One: Background Information

Q1. Your level in English language

is: \* *Mark only one oval.*

- Excellent
- Good
- Medium
- Poor

Q2. According to you, learning vocabulary is very important to develop language proficiency. \*

*Mark only one oval.*

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree



Justify your answer, please \*

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Q3. What do you do in order to gain new vocabulary knowledge? \*

*Check all that apply.*

- Reading books, stories, magazines, articles.
- Listening to songs, podcasts.
- Watching movies, educational videos, TV shows.
- Playing video games.

## Section Two: Video Games

Q4. Do you play video games? \* *Mark*

*only one oval.*

- Yes
- No

If yes, how often? *Mark only*

*one oval.*

- Always
- Sometimes
- Very Often
- Rarely

Q5. What type of games do you prefer playing? \*

Check all that apply.



Action: Games that emphasize physical challenges, including hand-eye coordination and reaction time. For example: Red dead redemption 2



Sports: Games, which simulate sports practices. For example: FIFA21 / eFootball PES 2021



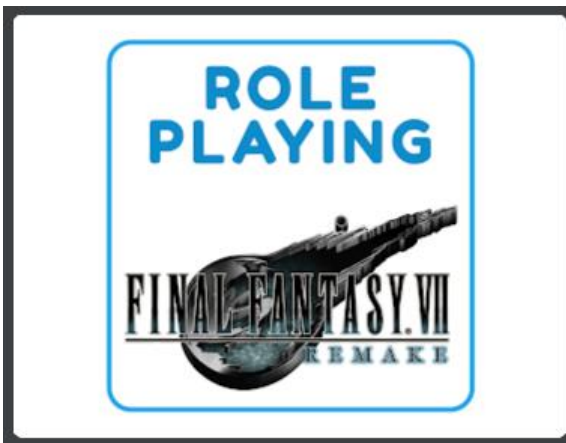
Strategy: Games that focus on skillful thinking and planning to win. For example: Civilization VI.



Adventure: Games where you assume the role of a protagonist, engaging in an interactive story, driven by exploration and puzzle solving. For example: Minecraft Story Mode



Fighting: Games centred around close combat between a limited number of characters on a specific stage. For example: Street Fighter.



Role-playing: Games where you control the actions of a few characters while being immersed in a well-defined world. For example: Final Fantasy



Horror: Games centered on horror fiction, mainly focused on scaring the player. For example: Resident Evil

Shooter: Games that place a main focus on gun and other weapon-based combat. For example: Counter Strike / Grand Theft Auto.

Q6. Did playing video games help you learn English?

*Mark only one oval.*

Yes

No

If yes, tell us in what way did it improve your language proficiency?

*Check all that apply.*

It helped you practice speaking English with native speakers.

It helped you learn new vocabularies.

It helped you improve your listening skills.

It helped you better understand the instructions given by the game.

Q7. Which skills do you need for playing?

*Check all that apply.*

Speaking

Writing

Vocabulary knowledge

Listening

Reading

Q8. Do video games raise your interest to develop your English vocabulary? *Mark*

*only one oval.*

Yes

No

Q9. Have you noticed any improvement in your vocabulary while playing the game? *Mark*

*only one oval.*

Yes

No

If yes, please explain how?

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### Section three: Pedagogical video games

Q10. Have you ever been exposed to such vocabulary at middle school, Secondary school ?

*Mark only one oval.*

Yes

No

If your answer is yes, how many words do you remember? *Mark*

*only one oval.*

None of them

Some of them

Most of them

All of them

Q11. Does using video games in the classroom motivate you to learn English vocabulary? *Mark*

*only one oval.*

Yes

No

Q12. Which video games have you played and think are suitable to improve vocabulary knowledge. (List two at least) \*

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Q13. What video games would you suggest as a pedagogical tool? (Mention two at least)

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Q14. Why do you think the games you suggested are suitable? \*

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We'd love to read your thought about the survey, Please leave us a note :)



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Thank you for your time, effort and cooperation.

## Appendix B

### Teachers' Interview

#### Investigating the Impact of Video Games in Learning Vocabulary

1) How long have you been teaching in secondary school?

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2) What kind of difficulties do students meet in learning vocabulary?

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.....  
.....

3) How do you solve this problem of learning vocabulary?

.....  
.....  
.....

4) What strategies do you focus on in order to develop your students' vocabulary knowledge?

.....  
.....  
.....

5) According to you, how can video games be helpful for students to learn English vocabulary?

.....  
.....  
.....

6) How do you perceive the implementation of video games as a teaching and learning tool?

.....  
.....  
.....

7) How can video games be a motivating tool for learning English vocabulary?

.....  
.....  
.....

8) In your opinion, what are the advantages and disadvantages of using video games as a technique to teach vocabulary?

.....  
.....  
.....

9) please do not hesitate to provide suggestions or opinions regarding this topic

.....  
.....  
.....

**Thank you for your collaboration.**



## المخلص:

لطالما كان تعلم المفردات ضروريًا وصعبًا لمتعلمي اللغة الأجنبية. في ضوء أهمية المفردات، حاولت المذكرة الحالية التحقيق في تأثير ألعاب الفيديو في تحسين مفردات اللغة المستهدفة للمتعلمين. افترض الباحث فرضيتين رئيسيتين. الفرضية الأولى هي أن استخدام ألعاب الفيديو في فصول اللغة الإنجليزية كلغة أجنبية ثانية سيحسن تعلم مفردات المتعلمين. بينما الثانية هو أن استخدام ألعاب الفيديو في فصول اللغة الإنجليزية كلغة أجنبية من شأنه أن يحفز المتعلمين على تعلم المفردات. وبناءً عليه، لتأكيد الفرضيات أو رفضها، استخدم الباحث المنهج المختلط لوصف الدراسة وتحليلها. تم جمع البيانات من خلال استبيان شبه منظم للطلاب ومقابلة شبه منظمة للمعلمين. تم توزيع الأول على 32 طالبًا من طلاب السنة الثالثة الثانوية في عمر إدريس بالقنطرة بسكرة، الجزائر. بينما أجريت المقابلة مع ثلاثة مدرسين من نفس المدرسة الثانوية. بناءً على النتائج، تم تأكيد فرضية البحث في أن استخدام ألعاب الفيديو يلبي متطلبات متعلم اللغة لإتقان مفردات اللغة المستهدفة بشكل ممتع. نتيجة لذلك، يوصى بممارسة ألعاب الفيديو كهواية أو كممارسة يومية لتعزيز تعلم المفردات لكونها مزيجا رانعا من جميع أنواع ممارسة المفردات (القراءة والاستماع والتواصل والممارس).

الكلمات الرئيسية: تعلم المفردات، ألعاب الفيديو، طلاب اللاعبين.