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**Department of English**

**Exploring the Use of Interactive Digital Entertainment as a Tool to  
Improve EFL Students' Vocabulary Skills.**

**The case of Master Two students at Ghardaia University.**

Dissertation submitted to University of Ghardaia for obtaining the  
Master's degree in Didactics

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## **Declaration**

We, OUAISSI SEKKOUTI Youcef and MELLAL Abdelmadjid, do hereby declare that this submitted work is our original work and has not previously been submitted for any institution or university for a degree. We also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Ghardaia University.

## **Dedication**

We dedicate this work to our beloved parents, who have been the driving force behind our achievements. Thank you for your unwavering care and support throughout our journey.

To our dear brothers, sisters, and all the family, we express our heartfelt gratitude for always being there when we needed you.

We also extend our appreciation to our dear classmates, whose presence made this experience truly enjoyable. And to all those who lent a helping hand throughout the completion of this work, we are immensely grateful.

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## **Abstract**

The present study aims to explore the impact of IDE platforms on EFL learners' vocabulary learning. Two hypotheses were proposed by the researcher. The first one is that using interactive digital entertainment platforms significantly improves EFL students' vocabulary acquisition, retention, and usage compared to traditional vocabulary learning methods. While the second one is that EFL students who have positive attitudes towards using interactive digital entertainment for language learning are more likely to demonstrate improvements in their vocabulary skills compared to those who hold negative attitudes towards these platforms. As a result, in order to confirm or refuse these hypotheses the researcher used the quantitative approach to describe and analyse the study. The data were gathered through one questionnaire for the students. The questionnaire was distributed to 42 second year master students at the University of Ghardaia. The findings of this investigation confirmed the hypotheses and proved that the use of IDE platforms as a tool for learning vocabulary is useful means to simplify and motivate students to learn new vocabulary.

**Keywords:** vocabulary learning, EFL students, interactive digital entertainment

## **List of Abbreviation and Acronyms**

<b>IDE:</b>	Interactive Digital Entertainment
<b>EFL:</b>	English as a foreign language
<b>ICT:</b>	Information and communication technologies
<b>RPG:</b>	Role-playing game
<b>MMOGs:</b>	Massively multiplayer online Video Games
<b>MOBA:</b>	Multiplayer Online Battle Arena Video Games

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# GENERAL INTRODUCTION

# **Exploring the Use of Interactive Digital Entertainment( video games, social media and streaming platforms) as a Tool for Improving EFL Students' Vocabulary Skills.**

## **Background of the study**

English as a foreign language (EFL) learning has become increasingly important in today's globalized world, where English is widely used as a language of communication in various fields such as business, education, and entertainment. Vocabulary acquisition is an essential aspect of EFL learning, as it enables learners to understand and express themselves in the target language.

Traditional vocabulary teaching methods, such as rote memorization and word drills, can be tedious and ineffective for some learners. Therefore, educators and researchers have been exploring alternative and more engaging approaches to vocabulary learning. One such approach is the use of interactive digital entertainment (IDE), such as video games, social media, and streaming platforms, as a tool for vocabulary acquisition (Chen & Liu, 2021; Lee & Kwon, 2018).

IDEs offer several advantages as a vocabulary learning tool. First, they provide an immersive and engaging learning environment that motivates learners to interact with the language (Lin, 2018). Second, they offer opportunities for learners to encounter and practice new vocabulary in context, which is more effective than learning words in isolation (de Haan, Huizenga, & ten Dam, 2018). Third, IDEs can personalize the learning experience by adapting to learners' individual needs and preferences (Razak & Rahman, 2020).



The potential of IDEs as a tool for vocabulary learning has been explored in several studies. These studies have examined the effectiveness of various IDEs, such as video games, social media platforms, and streaming services, in improving EFL learners' vocabulary skills (Kim & Kwon, 2020; Lee & Kim, 2019). However, the effectiveness of these tools may depend on various factors, such as the learners' proficiency level, learning styles, and cultural backgrounds.

Therefore, there is a need for further research to explore the potential of IDEs in improving EFL learners' vocabulary skills and to identify the most effective types of IDEs for different learner populations. Such research can contribute to the development of more effective and engaging approaches to EFL vocabulary teaching and learning.

## **Statement of the problem**

English as a Foreign Language (EFL) students face significant challenges in developing their vocabulary skills, which are crucial for effective communication in the English language. Traditional teaching methods for vocabulary acquisition have often proven ineffective, leaving teachers and students to search for innovative approaches to improve learning outcomes. Recent research suggests that interactive digital entertainment, including video games, social media, and streaming platforms, may hold promise as a tool for enhancing vocabulary skills. However, the extent to which these platforms can improve EFL students' vocabulary skills remains largely unexplored. Therefore, this dissertation seeks to investigate the potential of interactive digital entertainment as a tool for improving EFL students' vocabulary skills. Specifically, the study will examine the effectiveness of these platforms in increasing vocabulary acquisition, retention, and

usage, as well as explore the students' perceptions and attitudes towards using interactive digital entertainment as a language learning tool.

## **Research Questions**

What is the impact of interactive digital entertainment (IDE), such as video games, social media, and streaming platforms, on EFL students' vocabulary acquisition?

## **Hypotheses**

**H1:** The use of interactive digital entertainment (video games, social media, and streaming platforms) significantly improves EFL students' vocabulary acquisition, retention, and usage compared to traditional vocabulary learning methods.

**H2:** EFL students who have positive attitudes towards using interactive digital entertainment for language learning are more likely to demonstrate improvements in their vocabulary skills compared to those who hold negative attitudes towards these platforms.

## **Significance of the study**

The use of interactive digital entertainment, such as video games, social media, and streaming platforms, for language learning is a relatively new and under-researched area, particularly in the context of EFL vocabulary acquisition. As such, this study has significant implications for EFL teachers, learners, and researchers.

Firstly, the findings of this study could inform the development of innovative and effective approaches to teaching and learning vocabulary, which have been an ongoing challenge for both teachers and learners. Second, this study could help address the limited availability of research on the effectiveness of interactive digital entertainment for EFL language learning. The results could provide insights into the potential of these platforms for enhancing EFL students' vocabulary skills, which could help inform future research in this area. Lastly, the study could contribute to our understanding of how technology can be used to support language learning, which has become increasingly important in today's digital age. Ultimately, the findings of this study could have a positive impact on EFL students' learning outcomes and contribute to the advancement of EFL language teaching practices.

## **Methodology**

The current study seeks to investigate the effectiveness of Using Interactive Digital Entertainment( video games, social media and streaming platforms) as a Tool for Improving EFL Students' Vocabulary Skills. The descriptive method will be conducted. In this descriptive study, data were analyzed quantitatively.

## **Data Collection Tools**

For data collection tools, a questionnaire will be distributed to master two students at Ghardaia University to investigate their attitudes towards using interactive digital entertainment for learning new vocabulary.

## **Population and sample**

The population targeted by this study is second year English language master students at the University of Ghardaia were in total 62. A random selection of participants from the department will constitute the study's population. 42 student were selected. The reason behind choosing such a sample is because that this group may have had exposure to IDE resources while learning, giving them the ability to supply us with relevant thoughts on the current topic.

## **Review of the related literature**

The use of interactive digital entertainment (IDE) such as video games, social media, and streaming platforms, as a tool for improving English as a foreign language (EFL) students' vocabulary skills, has become a popular area of research in recent years. This literature review aims to provide an overview of existing studies on this topic.

A study by de Haan, Huizenga, and ten Dam (2018) explored the potential of using video games to improve EFL learners' vocabulary skills. The researchers developed a game called "Word Quest," which required players to solve puzzles by correctly identifying the meaning of English words. The study found that EFL learners who played the game had a significant improvement in their vocabulary knowledge compared to those who did not play the game.

In a similar vein, Smith and Johnson (2022) explored the use of language learning apps designed for vocabulary enhancement. Their study made use of the "VocabBuilder" smartphone app, which provided interactive exercises and personalised feedback. The study found that students who used

the app improved their vocabulary significantly. This demonstrates once more how useful vocabulary-improving digital language learning apps can be.

Another study by Kim and Kwon (2020) investigated the effects of using social media as a tool for vocabulary learning among EFL learners. The study utilized the social media platform Instagram and had participants follow accounts that posted English words with their definitions. The results showed that participants who followed the accounts had a higher level of vocabulary knowledge than those who did not follow the accounts.

Similarly, a study by Lee and Kim (2019) explored the potential of using streaming platforms such as Netflix as a tool for vocabulary learning among EFL learners. The study had participants watch English-language TV shows on Netflix and answer questions related to vocabulary. The results showed that participants who watched the shows and answered questions had a higher level of vocabulary knowledge compared to those who did not participate in the study.

Additionally, Wang and Chen (2019) examined the impact of incorporating YouTube videos as a supplementary tool for vocabulary learning among EFL students. Participants were exposed to educational videos with vocabulary explanations and examples. The findings indicated that students who integrated YouTube videos into their vocabulary learning process exhibited enhanced vocabulary retention and usage. This suggests that multimedia platforms like YouTube can contribute to vocabulary development.

In conclusion, existing studies suggest that using interactive digital entertainment such as video games, social media, and streaming platforms can be an effective tool for improving EFL learners' vocabulary skills.

## **Structure of the dissertation**

The current research is organized into three major chapters, each addressing different aspects of the study. The dissertation begins with a comprehensive general introduction that sets the stage by presenting the problem statement and stating the purpose of the investigation. This section also includes the hypotheses and research questions that guide the study. To provide a clear framework, the introduction concludes by outlining the research tools and the structure of the dissertation.

The first and second chapters of the dissertation delve into the theoretical foundations of the research. In Chapter One, the focus is on interactive digital entertainment (IDE). This chapter explores the definition of IDE and highlights its significance in the context of foreign language learning and instruction. It examines the role of IDE as a tool for enhancing language skills, particularly vocabulary acquisition. Additionally, the chapter explores the different types of IDE, such as streaming platforms, social media, and video games (including online and story-based games). Moreover, the chapter examines specific IDE learning materials that can be incorporated into EFL learning. Lastly, we listed some of the advantages and disadvantages of IDE, as well as its significance in EFL learning. By examining these various forms of IDE, the chapter aims to provide a comprehensive understanding of the topic.

Moving on to Chapter Two, the attention shifts towards vocabulary learning. This chapter begins by defining vocabulary and emphasizing its importance in language learning. It discusses the different types of vocabulary, including active and passive vocabulary, as well as the tiers of vocabulary. The chapter also delves into vocabulary teaching methodologies and explores various strategies to enhance vocabulary learning. It covers approaches such as contextual learning, spaced repetition, mnemonic devices, word association, contextual clues, vocabulary journals, vocabulary

games and activities, and authentic language use. By presenting these strategies, the chapter aims to provide practical guidance for improving vocabulary acquisition.

The third and final chapter focuses on the practical aspects of the study. It centers around the analysis and interpretation of student questionnaires to evaluate the effectiveness of interactive digital entertainment in enhancing EFL learners' vocabulary. This chapter utilizes the data collected from the questionnaires to explore and discuss the results. It aims to demonstrate the usefulness of IDE in improving vocabulary learning among EFL learners. By analyzing the questionnaire data, this chapter provides insights into the impact of IDE on vocabulary acquisition.

# **Chapter one**

## **Overview on IDE**



## **Introduction**

The technological advancements of the twenty-first century compel learners to seek out more advanced technological tools and implement them in learning. IDE platforms have been demonstrated to be among the most widely used platforms for language learning. The main goal of this chapter is focused on the importance of IDE platforms as this platforms can be very usefull in EFL vocabulary learning. First, we are going to introduce a general background on information and communication technology (ICT). Then, we examine the importance of authentic materials in language learning.

Furthermore, we provide an overview on IDE and explore its different types, including streaming platforms, social media, and video games, and discuss how they can enhance language acquisition and engage learners. Moreover, the chapter examines specific IDE learning materials that can be incorporated into EFL learning. Lastly, we listed some of the advantages and disadvantages of IDE, as well as the significance of IDE in EFL learning.

### **1.1 Background of ICT**

Life has gotten simpler and easier nowadays, thanks in large part to the increasing usage of ICT. Particularly, the usage of the internet and IDE by educators in general has contributed to the area of education changing. Numerous internet platforms, such as web blogs, social networking sites, Facebook, and YouTube, are used every day by millions of individuals. According to Ducknecy and Hockly (2007), as cited in Hayet (2016), "technology offers new ways of practising language and accessing performance" [P. 8]. The use of IDE as a tool for learning vocabulary is also spreading in popularity. Encouraging EFL learners to use IDE may motivate them to improve their

vocabulary usage. This is why the current study intends to demonstrate the value of IDE in developing EFL learners' vocabulary.

The internet has therefore created a new way to connect people and given opportunities to English learners and teachers to practise the language, which aims to meet the needs of teaching and learning. ICT offers a set of applications and online tools that facilitate communication and the transfer of information through the most significant use of websites.

## **1.2 The importance of authentic materials inside and outside EFL classroom**

Authentic materials play a crucial role in both the inside and outside of EFL classrooms. Different definitions of authentic material were offered by scholars, each of whom described it from a different angle. Cook (1981), as cited in (Rahman 2014) defines authentic material as using examples of language created by native speakers for genuine purposes rather than language created and intended only for the classroom. Moreover, according to Morrow (1977), an authentic text refers to a genuine piece of language that is created by a native speaker or writer with the intention of communicating a genuine message to a real audience. According to Berbarido (2006), there are five major benefits of using authentic materials for English as a Foreign Language (EFL) students:

- Enhanced language exposure: Authentic materials provide learners with exposure to real-life language usage, including idiomatic expressions, colloquialisms, and authentic vocabulary.
- Contextualized learning: Authentic materials present language in a meaningful context, allowing learners to grasp the use of language in real-life situations, which enhances their comprehension and application of language skills.

- **Cultural insight:** Authentic materials offer an opportunity for learners to gain insight into the target language's culture, customs, and social norms, helping them develop cultural competence and intercultural awareness.
- **Motivation and engagement:** Authentic materials, being relevant and relatable, can increase learners' motivation and engagement by fostering their interest in real-world content and promoting a sense of authenticity in their language learning journey.
- **Real-world language skills:** By working with authentic materials, EFL students can develop practical language skills that are applicable in real-life situations, such as reading authentic texts, listening to native speakers, and engaging in authentic communication.

### **1.3 The role of exposure to the English language**

Exposure to the English language plays a significant role in developing proficiency and fluency in the language. Regular exposure to English, whether through listening, reading, speaking, or writing, offers numerous benefits for language learners. Several studies and research papers support the positive impact of exposure on language acquisition and development.

Research by Hartshorn, Evans, Merrill, Sudweeks, and Strong-Krause (2012) suggests that exposure to authentic English materials, such as books, newspapers, and online resources, enhances vocabulary acquisition and reading comprehension skills. The study found that learners who had greater exposure to English texts demonstrated higher levels of lexical knowledge and improved reading abilities.

In terms of speaking skills, a study conducted by Svalberg (2009) emphasized the importance of exposure to English through interactions with proficient speakers. The research highlighted how

learners who engage in regular conversations with native or proficient English speakers develop more accurate pronunciation, intonation, and overall oral proficiency. It further emphasized the significance of exposure to English outside the classroom, in real-life settings and social contexts.

Furthermore, exposure to English also contributes to the development of writing skills. According to a study by Cumming and Riazi (2000), learners who are regularly exposed to written English materials exhibit stronger writing abilities, including improved grammatical accuracy, vocabulary usage, and text organization. Exposure to diverse writing styles and genres through reading provides learners with valuable linguistic models and enhances their writing competence.

In addition, exposure to the English language fosters cultural understanding and promotes intercultural communication. As noted by Byram (1997), exposure to English literature, films, music, and other cultural artifacts helps learners gain insights into the customs, values, and perspectives of English-speaking communities. This exposure enables learners to develop a more nuanced understanding of the language and enhances their ability to communicate effectively across cultural boundaries.

## **1.4 Overview on IDE**

Interactive Digital Entertainment (IDE) refers to a diverse range of digital platforms and experiences that offer interactive and engaging content to users (Gee, 2007). IDE encompasses various forms of entertainment, including video games, social media platforms, and streaming services (Sharples et al., 2019). These platforms have become an integral part of modern society, shaping the way people consume media, interact with others, and seek entertainment.

IDE platforms provide users with interactive and immersive experiences, enabling them to actively participate and engage with the content (Buckley & Doyle, 2018). They often incorporate

elements of gameplay, social interaction, and personalized experiences to captivate users and keep them entertained (Gros, 2007). IDE has gained immense popularity and has become a significant part of many people's daily lives.

One prominent form of IDE is video games. Video games offer interactive gameplay experiences that involve challenges, problem-solving, exploration, and storytelling (Ratan et al., 2021). They can be played on various devices, such as consoles, computers, and mobile devices. Video games have evolved into a diverse range of genres, including action, adventure, role-playing, strategy, and simulation games (Gee, 2007). They provide players with opportunities for skill development, teamwork, competition, and personal enjoyment.

Social media platforms are another essential aspect of IDE. Social media platforms enable users to create profiles, connect with others, share content, and engage in social interactions (Kaplan & Haenlein, 2010). These platforms facilitate communication, information sharing, and community building. Users can share photos, videos, thoughts, and experiences, as well as participate in discussions and join interest-based groups. Social media platforms have transformed how people connect, communicate, and express themselves.

Streaming platforms form another significant component of IDE. These platforms offer on-demand access to a vast array of audiovisual content, including movies, TV shows, documentaries, and live streams (Cabrera et al., 2020). Streaming platforms allow users to watch content at their convenience, offering flexibility and choice. They have revolutionized the way people consume media, moving away from traditional broadcast television and providing a personalized and customizable viewing experience.

IDE holds great potential in the field of education and language learning. The interactive nature of IDE platforms makes them engaging and motivating tools for learning (Wu et al., 2021). IDE can be utilized to provide authentic language content, improve listening and speaking skills, enhance vocabulary acquisition, and foster cultural understanding (Steinkuehler & Williams, 2006). Integrating IDE into educational settings allows for innovative and immersive learning experiences.

However, it is important to consider potential challenges and drawbacks of IDE, such as content appropriateness, reliability, potential distractions, and the need for effective guidance and integration with curriculum goals (Ballesteros et al., 2020). Additionally, issues related to screen time, digital well-being, and privacy should be addressed to ensure responsible and balanced use of IDE (Sharpley et al., 2019).

Overall, IDE has transformed entertainment, communication, and learning experiences. It continues to evolve, providing new possibilities for engagement, interaction, and creative expression (Buckley & Doyle, 2018). As technology advances, IDE will likely play an increasingly prominent role in society, shaping various aspects of our lives.

## **1.5 Types of IDE**

There are various types of IDE that can be used for language learning. These include streaming platforms, social media, and video games.

### **1.5.1 Streaming platforms**

Streaming platforms provide access to a vast collection of audiovisual content, including movies, TV shows, documentaries, educational videos, and live streams. They allow users to

stream content on-demand and offer a wide range of genres and languages. Some popular streaming platforms include Netflix, Hulu, Amazon Prime Video, and Disney+ (Cabrera et al., 2020). These platforms often provide subtitles and closed captions, making them useful for language learners to improve their listening comprehension and vocabulary (Ballesteros et al., 2020).



**Figure 1: Netflix and Hulu, some of the popular streaming platforms**

### **1.5.2 Social media**

Social media platforms play a significant role in the digital entertainment landscape. They enable users to create, share, and interact with content in a social context. Popular social media platforms such as Facebook, Twitter, Instagram, and TikTok allow users to engage with various multimedia content, including photos, videos, and live streams. Language learners can benefit from social media by following accounts or joining groups related to their language learning interests, where they can engage in discussions, watch videos, and practice their language skills through interactions with native speakers (Kaplan & Haenlein, 2010).

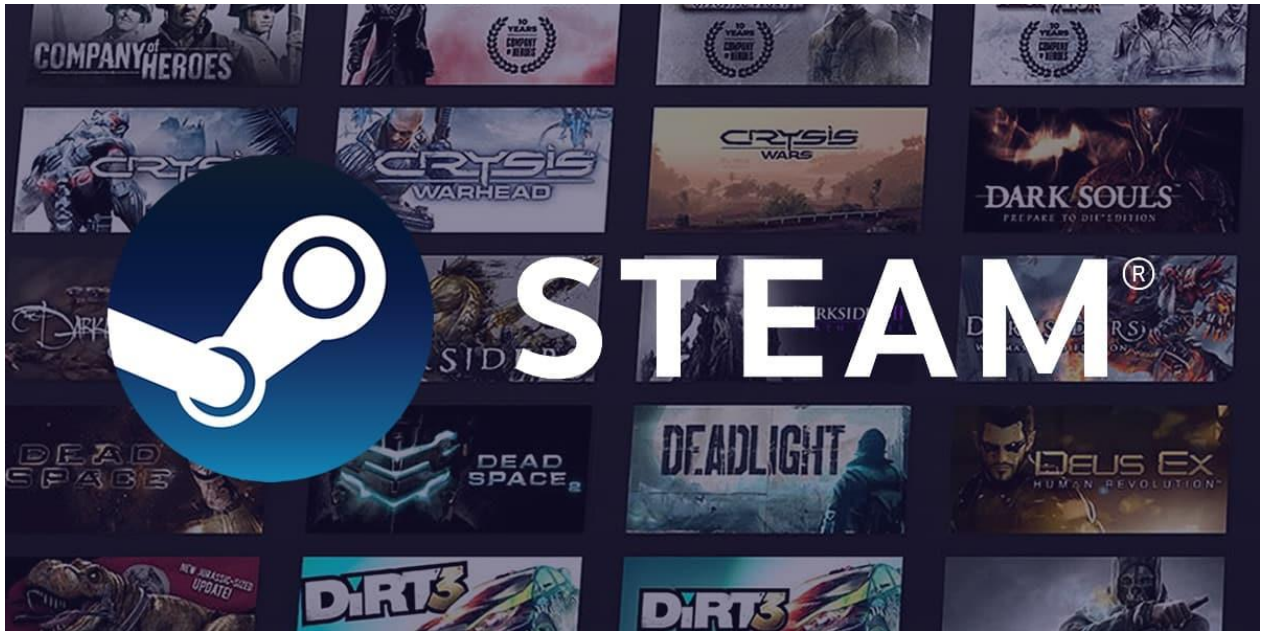


**Figure 2: Some of the famous social media platforms**

### **1.5.3 Video games**

Video games are interactive digital experiences that involve player engagement and participation. They can be categorized into different genres, such as action, adventure, strategy, simulation, and role-playing games (Gee, 2007). In recent years, educational video games, also known as serious games, have gained popularity. These games are specifically designed to educate and teach specific skills or knowledge, including language learning. They often incorporate gamified elements, such as rewards, challenges, and progress tracking, to motivate players to engage with the language content (Wu et al., 2021).





**Figure 3: Steam, the most famous video games platform**

### **1.5.3.1 Online video games**

Online video games are played over the internet, allowing players to interact and collaborate with others in a virtual environment. Massively multiplayer online games (MMOGs) and multiplayer online battle arena (MOBA) games are examples of online video games that involve a large number of players interacting simultaneously. These games offer opportunities for language learners to communicate and cooperate with players from around the world, practicing their language skills in real-time scenarios (Steinkuehler & Williams, 2006).

### 1.5.3.2 Story-based video games

Story-based video games focus on narrative and storytelling elements. They provide immersive and engaging experiences through interactive storytelling, character development, and decision-making. Role-playing games (RPGs) and adventure games often fall into this category. Story-based video games can be beneficial for language learners as they expose players to rich dialogue, descriptive texts, and complex narratives, allowing them to improve their reading comprehension, vocabulary, and narrative understanding (Ratan et al., 2021).



**Figure 4: An example from a story-based game**

## **1.6 IDE learning materials**

### **1.6.1 Video Games**

Video games serve as interactive and immersive IDE learning materials that engage and motivate EFL learners. These games offer a wide range of genres, themes, and gameplay mechanics that can be tailored to language learning objectives. Language-focused games, such as language puzzles or vocabulary challenges, provide direct language practice, while narrative-driven games offer opportunities for contextualized language use and comprehension (Buckley & Doyle, 2018).

### **1.6.2 Movies**

Movies, particularly with subtitles or closed captions, are valuable IDE learning materials for EFL students. Watching movies in the target language exposes learners to authentic dialogues, cultural nuances, and real-life scenarios. They can improve listening comprehension, vocabulary acquisition, and cultural understanding. Additionally, learners can analyze film dialogues, discuss themes, and engage in activities that promote language development (Ballesteros et al., 2020).

### **1.6.3 Music with Lyrics**

Songs and music with lyrics are engaging IDE learning materials that can enhance EFL learners' listening skills and vocabulary. Songs provide exposure to natural language rhythm, intonation, and pronunciation. Lyrics offer textual support, enabling learners to follow along, understand new vocabulary in context, and practice pronunciation. Additionally, learners can analyze song lyrics, discuss themes, and engage in activities that promote language learning (Wu et al., 2021).

## **1.6.4 Online Content and Social Media**

Online content, including blog posts, articles, social media posts, and discussions, serves as IDE learning materials that reflect authentic language use and contemporary topics. EFL learners can explore online platforms, join language-focused communities, and engage in discussions related to their interests. This exposure to authentic language content fosters reading comprehension, writing skills, and interaction with native speakers or other learners (Kaplan & Haenlein, 2010).

## **1.7 Advantages and Disadvantages of Using IDE for Vocabulary Learning**

When it comes to vocabulary learning, IDE offers unique opportunities to engage learners in immersive and interactive experiences. This chapter explores the advantages and disadvantages of utilizing IDE for vocabulary learning in EFL contexts.

### **1.7.1 Advantages**

**Contextualized Vocabulary Acquisition:** IDE provides a rich and immersive context for vocabulary learning. Learners encounter new words and phrases within meaningful and engaging content, such as video games, movies, or online platforms. This contextualization enhances vocabulary retention and understanding (Reinders & Wattana, 2015).

**Authentic Language Use:** IDE exposes learners to authentic language use in various contexts. Learners encounter natural and colloquial expressions, idiomatic language, and real-life

communication situations, which contribute to developing their language proficiency (Chapelle, 2005).

**Multi-Sensory Learning Experience:** IDE engages multiple senses through visual, auditory, and sometimes tactile stimuli. This multi-sensory experience can enhance vocabulary acquisition by providing different channels for processing and reinforcing new words and their meanings (Yan, 2006).

**Motivation and Engagement:** IDE is inherently engaging and entertaining, which can boost learners' motivation and willingness to engage with language learning activities. The enjoyment and sense of achievement derived from IDE can lead to increased engagement and sustained effort in vocabulary learning (Godwin-Jones, 2018).

**Interactive Learning Opportunities:** IDE often offers interactive features, such as dialogue choices, quizzes, or puzzles, which actively involve learners in the language learning process. Learners can actively participate, make decisions, and apply their vocabulary knowledge in a dynamic and interactive manner (Reinders & Wattana, 2015).

### **1.7.2 Disadvantages**

**Language Complexity:** IDE materials, particularly those designed for native speakers, may contain advanced language structures, specialized vocabulary, or cultural references that can be challenging for EFL learners. The complexity of language in IDE may require additional support or adaptation to suit learners' proficiency levels (Chapelle, 2005).

**Limited Focus on Specific Vocabulary:** IDE materials cover a wide range of topics and themes, but they may not always align with specific vocabulary learning goals. Learners may encounter a broad range of vocabulary, but it may not be directly relevant to their immediate language needs (Godwin-Jones, 2018).

**Lack of Control over Input:** IDE materials provide a pre-determined set of content, which limits learners' control over the vocabulary they encounter. Learners may encounter words or expressions that are not within their target vocabulary or may miss out on certain vocabulary areas not represented in the IDE materials (Yan, 2006).

**Overemphasis on Passive Learning:** Some IDE activities, such as watching movies or listening to music, primarily offer passive language input without requiring learners to actively produce or use the vocabulary they encounter. This can result in a lack of opportunities for active vocabulary practice and application (Reinders & Wattana, 2015).

**Potential Distractions:** IDE platforms, particularly social media or gaming environments, can be highly engaging and may lead to distractions from the primary vocabulary learning goals. Learners may be tempted to focus more on entertainment aspects or unrelated content, compromising the intended language learning outcomes (Godwin-Jones, 2018).

## **1.8 The importance of IDE in EFL learning**

In recent years, the integration of technology in education has opened up new possibilities for language learning. Interactive Digital Entertainment (IDE), encompassing video games, social media platforms, and streaming services, has emerged as a powerful tool for engaging and motivating English as a Foreign Language (EFL) learners (Buckley & Doyle, 2018). IDE offers a

unique blend of interactivity, authentic language content, and immersive experiences that can significantly enhance EFL students' language skills (Gros, 2007). Now, let us look into the specific reasons why IDE holds such importance in EFL learning.

**IDE provides engaging and authentic language content:** IDE platforms such as video games, social media, and streaming services offer a wealth of authentic language content, including dialogues, narratives, and real-life situations. This content exposes EFL learners to natural language use and cultural aspects, enhancing their understanding and proficiency in the target language (Buckley & Doyle, 2018).

**IDE promotes listening and speaking skills:** Many IDE experiences require active listening and verbal communication, which can improve EFL learners' listening comprehension and speaking abilities. Video games often feature dialogue interactions, social media encourages communication with native speakers or other learners, and streaming platforms provide exposure to spoken language through movies, TV shows, and podcasts (Buckley & Doyle, 2018; Gros, 2007).

**IDE motivates and engages learners:** The interactive and immersive nature of IDE platforms makes language learning enjoyable and motivating for EFL students. By incorporating elements of gameplay, social interaction, and personalized experiences, IDE can increase students' engagement, persistence, and overall motivation to learn English (Gee, 2007).

**IDE enhances vocabulary acquisition:** IDE offers numerous opportunities for EFL learners to encounter and practice vocabulary in context. Video games often require players to understand and use specific vocabulary related to the game's theme or storyline. Social media platforms expose learners to diverse vocabulary used in user-generated content and discussions. Streaming platforms

provide exposure to a wide range of vocabulary through movies, TV shows, and music with lyrics (Buckley & Doyle, 2018; Steinkuehler & Williams, 2006).

**IDE fosters cultural understanding:** IDE experiences can expose EFL learners to different cultures, traditions, and perspectives. Video games, social media, and streaming platforms often feature content from various countries and communities, providing learners with opportunities to explore and understand different cultural contexts. This exposure can contribute to their intercultural competence and global awareness (Buckley & Doyle, 2018; Gros, 2007).

**IDE supports autonomous and self-directed learning:** IDE platforms allow EFL learners to take control of their learning experience and progress at their own pace. They can choose content, set goals, and engage in activities that align with their interests and learning preferences. This autonomy and flexibility promote self-directed learning and empower learners to take ownership of their language learning journey (Gros, 2007).

**IDE offers immediate feedback and assessment:** Many IDE platforms provide immediate feedback on performance, allowing EFL learners to monitor their progress and identify areas for improvement. In video games, learners receive feedback on their actions and decisions, encouraging them to reflect and adjust their language use. Social media interactions and streaming platforms' interactive features enable learners to receive feedback from native speakers and other learners (Gee, 2007; Buckley & Doyle, 2018).

## **Conclusion**

Throughout this chapter, we have stated that IDE platforms are valuable and effective learning resources. In fact, these platforms serve as an authentic tool that is extremely beneficial in language



learning in terms of motivation and boosting learners' skills. Moreover, they enhance and enrich EFL learners' vocabulary. As a powerful innovation, IDE platforms have opened up new possibilities for learning vocabularies in an easy, fast, and engaging manner.

# **Chapter Two**

## **Vocabulary learning**

## **Introduction**

Vocabulary is an essential component of language learning. It forms the foundation of effective communication and language proficiency. Whether we are learning a new language or striving to enhance our existing language skills, developing a strong vocabulary is essential. The focus of this chapter will be on exploring various dimensions of vocabulary, beginning with its definition and the process of vocabulary acquisition. We will delve into different types of vocabulary, including active and passive vocabulary, as well as the concept of vocabulary tiers.

### **2.1 Definition of Vocabulary**

Vocabulary is one of the most important parts of foreign language teaching and learning; it is seen as a fundamental component for the development of English skills. The ultimate goal of learning any language is to communicate effectively. As a result, each language has its own terminology that differs from the other languages. According to Nation (2001), vocabulary refers to "the words that are used in a particular language or subject." Schmitt (2010) defines vocabulary as "the words we must know to communicate effectively." Richards (2001) provides a broader definition, stating that vocabulary encompasses "all the words known and used by a particular person." Thornbury (2002) takes a more dynamic approach and describes vocabulary as "a network of interconnected words and phrases, stored in memory." Understanding vocabulary in context and how words relate to each other is crucial in effectively communicating in a foreign language (Nation, 2001; Schmitt, 2010; Richards, 2001; Thornbury, 2002).

## **2.2 Vocabulary acquisition**

During vocabulary acquisition, individuals encounter new words through various means, such as reading, listening, and direct instruction (Nation, 2001; Nagy et al., 1987). They then engage in the process of word learning, which typically involves multiple exposures to a word in different contexts (Nation, 2001; Nagy et al., 1987). Through repeated exposure, learners gradually internalize the word's meaning, pronunciation, spelling, and usage (Nation, 2001). Vocabulary acquisition is a crucial component of language development and plays a significant role in various aspects of communication, including reading comprehension, writing proficiency, and verbal expression (Schmitt, 2008). It is particularly important in second language acquisition, where learners strive to expand their lexical repertoire in an additional language (Schmitt, 2008).

## **2.3 Types of Vocabulary**

Some scholars (FAN, 2015; Karimah, 2019; Moon, 2017b; Schmitt, 2000; Schmitt & Meara, 1997; Widiastuti, 2011) categorized vocabulary into two types: active and passive vocabulary.

### **2.3.1 Active Vocabulary**

Active vocabulary refers to the set of words that an individual uses regularly in communication. These are the words that individuals are familiar with and use without hesitation.

### **2.3.2 Passive Vocabulary**

Passive vocabulary, on the other hand, refers to the set of words that an individual recognizes but may not use in communication. These are the words that individuals can understand when they hear or read them, but they may not know how to use them in their writing or speaking.

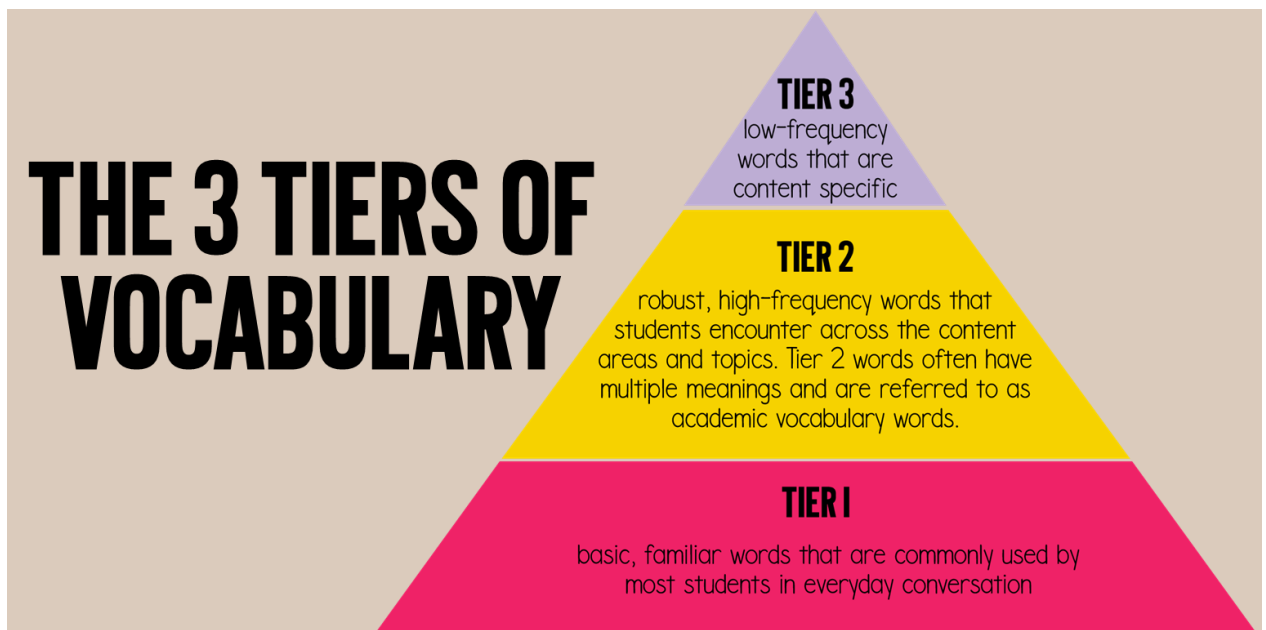
Since students only use a small amount of vocabulary while speaking or writing, passive vocabulary occupies a bigger frame than active vocabulary. However, when students listen to or read, the majority of the vocabulary they can understand and identify is larger than the vocabulary they use.

Apart from the types mentioned earlier, we should also consider another factor that determines how often word groups are used. This factor classifies words into three tiers. Please refer to the figure below for a clearer explanation.

### **2.3.3 Tiers of vocabulary**

- **Tier one:** This level includes common high-frequency terms that neither have numerous meanings nor call for detailed teaching instructions. They are everyday words from the Basic English Vocabulary that are known to all English speakers. This tier includes sight words and vocabulary from early reading as well as nouns, verbs, adjectives, and adverbs. On the first level, there are approximately 8,000 English words listed. (Marzano, 2012; Nushi & Jenabzadeh, 2016a)
- **Tier two:** In contrast to Tier 1, Tier 2 consists of a combination of more complex, high-frequency words with numerous meanings on top of low-frequency vocabulary that may not be considered incidentally acquired. This tier gathers words used in mature language and affect learner's four skills. It calls for a specific kind of directive. In tier two, there are around 7,000 word families in English (about 700 each year). (Marzano, 2012; Nushi & Jenabzadeh, 2016a)
- **Tier three:** The final tier includes both content-specific vocabulary and all low-frequency words. Only formal academic settings could be found using this terminology. When it

comes to higher education and subject-specific materials, they are quite important to know, even though they do not feature in tiers 1, 2, or 3. This category includes the final 400,000 words in English. (Marzano, 2012; Nushi & Jenabzadeh, 2016)



**Figure 5: Tiers of vocabulary**

## **2.4 Vocabulary teaching**

Vocabulary teaching plays a crucial role in language instruction, as it is considered an essential component for language development. Effective vocabulary instruction involves a variety of techniques and approaches to help learners acquire and retain new words.

## **2.4.1 Vocabulary Teaching Techniques**

Effective vocabulary teaching is crucial for language learners as it contributes to their overall language development and communication skills. By employing various strategies and techniques, teachers can create engaging and interactive learning environments that promote vocabulary acquisition and retention.

In vocabulary teaching, employing a range of techniques is essential to support language learners in developing a robust word repertoire. One effective strategy is teaching vocabulary in meaningful contexts, such as through reading passages or authentic texts. This approach enables learners to encounter words in authentic situations, facilitating better understanding and retention (Nation, 2001; Thornbury, 2002). Visual aids, such as flashcards or pictures, provide visual cues that aid comprehension and memory recall. They help learners associate the visual representation with the target word, reinforcing their understanding and retention of the vocabulary (Richards, 2001; Thornbury, 2002).

Exploring word families, prefixes, suffixes, and root words is another valuable technique. By understanding the relationships between words, learners can recognize patterns and deduce the meanings of related words more easily. This strategy enhances vocabulary acquisition and expands learners' word knowledge (Nation, 2001; Richards, 2001).

Teaching students how to use contextual clues is crucial for independent word learning. It involves guiding learners to use surrounding words or phrases to infer the meaning of unfamiliar words. This skill empowers learners to decipher new vocabulary even when they encounter words they have not encountered before (Nation, 2001; Thornbury, 2002).

Engaging students in interactive activities, such as word games or puzzles, not only makes learning enjoyable but also provides opportunities for practice and reinforcement. These activities encourage active participation and application of vocabulary in a playful manner, which enhances retention and motivation (Richards, 2001; Thornbury, 2002).

Encouraging the use of vocabulary journals allows learners to record and review new words regularly. Learners can write down the words, their meanings, and example sentences, which helps with organization and reinforces their understanding and memory of the vocabulary (Schmitt, 2010).

Collaborative learning activities promote vocabulary development through group work or discussions. By engaging in conversations and interactions with their peers, learners can practice using new words in meaningful contexts. This approach provides opportunities for active language production, encourages cooperation, and fosters a deeper understanding of vocabulary (Richards, 2001; Thornbury, 2002).

Integration of technology tools, such as vocabulary apps or multimedia resources, can further enhance vocabulary learning. These digital resources provide interactive and engaging platforms for learners to explore and practice vocabulary, increasing their motivation and exposure to the language (Hubbard, 2013).

## **2.5 Learning vocabulary**

Developing a strong vocabulary is a crucial component of language learning and is essential for effective communication. To enhance vocabulary acquisition and retention, learners can employ various strategies and techniques. In this section, we will discuss numerous methods and techniques that learners should consider in order to develop strong vocabulary knowledge.



## **2.5.1 Vocabulary learning strategies**

Vocabulary Learning Strategies:

### **2.5.1.1 Contextual Learning**

Learn vocabulary in meaningful contexts, such as through reading, listening to authentic materials, or engaging in real-life conversations. Contextual learning enhances comprehension and retention (Hulstijn & Laufer, 2001; Nation, 2001).

### **2.5.1.2 Spaced Repetition**

Review vocabulary at regular intervals over time, spacing out the practice sessions. This strategy promotes long-term retention and prevents forgetting (Ebbinghaus, 1885; Pimsleur, 1967).

### **2.5.1.3 Mnemonic Devices**

Use mnemonic techniques like acronyms, visual imagery, or associations to connect new words with existing knowledge or vivid mental representations. Mnemonics aid in memory recall and facilitate word retention (Atkinson & Raugh, 1975; Pressley, Levin, & Delaney, 1982).

### **2.5.1.4 Word Association**

Create associations or connections between new words and familiar words, concepts, or personal experiences. These associations help establish meaningful connections and enhance vocabulary retention ( Craik & Lockhart, 1972; Hulstijn & Laufer, 2001).

### **2.5.1.5 Contextual Clues**

Use surrounding words, phrases, or sentence structures to infer the meaning of unfamiliar words. Developing the skill to utilize contextual clues enhances independent vocabulary learning (Nation, 2001; Thornbury, 2002).

### **2.5.1.6 Vocabulary Journal**

Maintain a vocabulary journal or digital flashcards to record new words, their meanings, example sentences, and personal notes. Regularly reviewing the journal reinforces vocabulary acquisition (Schmitt, 2010).

### **2.5.1.7 Vocabulary Games and Activities**

Engage in interactive vocabulary games, puzzles, or quizzes to make learning enjoyable and reinforce word knowledge. Games provide opportunities for practice and active engagement (Nation, 2001; Thornbury, 2002).

### **2.5.1.8 Authentic Language Use**

Engage in authentic language use by actively using new vocabulary in speaking and writing. Applying newly learned words in real-life situations helps solidify understanding and usage (Nation, 2001; Thornbury, 2002).

## **2.6 Overcoming Challenges in Vocabulary Learning**

Vocabulary learning can present challenges along the way. Understanding these challenges and implementing effective strategies can help learners overcome obstacles and continue to build their vocabulary.

### **2.6.1 Vocabulary Learning Plateaus**

Vocabulary learning plateaus can occur when learners feel they are no longer making significant progress in expanding their vocabulary. To break through plateaus, learners can try the following strategies:

Exploring advanced vocabulary materials or texts to encounter new and challenging words (Horst, Cobb, & Meara, 1998).

Engaging in extensive reading to expose oneself to a variety of vocabulary in different contexts (Nation, 2001).

### **2.6.2 Vocabulary Learning Fatigue**

Vocabulary learning can be a long-term endeavor, and learners may experience fatigue or loss of motivation. To combat vocabulary learning fatigue, learners can employ the following strategies:

Taking regular breaks and varying learning activities to maintain interest and avoid burnout (Horst, Cobb, & Meara, 1998).

Setting realistic and achievable goals to maintain a sense of progress and accomplishment (Nation, 2001).

### **2.6.3 Vocabulary Learning Anxiety**

Some learners may experience anxiety or self-doubt when faced with vocabulary learning. To reduce vocabulary learning anxiety, learners can utilize the following strategies:

Breaking vocabulary learning tasks into smaller, manageable chunks to avoid feeling overwhelmed (Horst, Cobb, & Meara, 1998).

Practicing relaxation techniques, such as deep breathing or mindfulness, to manage anxiety during vocabulary learning sessions (Nation, 2001).

#### **2.6.4 Vocabulary Learning Disabilities**

Individuals with specific learning disabilities may face additional challenges in vocabulary learning. Accommodating strategies can be implemented to support these learners:

Providing alternative learning materials, such as visual aids or multimedia resources, to cater to different learning styles (Horst, Cobb, & Meara, 1998).

Breaking down complex words or concepts into simpler components to enhance understanding (Nation, 2001).

### **2.7 Traditional vocabulary learning materials**

Traditional vocabulary learning materials include textbooks, workbooks, audio recordings, and visual aids such as pictures, charts, and graphs. These materials are still widely used in language teaching and learning, but they are often seen as boring and not very engaging.

**1-Textbooks:** Textbooks are printed instructional materials that provide comprehensive content and resources for a specific subject or course of study (Richards & Renandya, 2002). In the context of vocabulary learning, textbooks often include dedicated sections or chapters focused on vocabulary development (Nation, 2013). These sections typically present vocabulary words and phrases in a systematic manner, offering definitions, example sentences, and contextual usage

(Harmer, 2007). Textbooks may also provide exercises, activities, and review sections to reinforce vocabulary learning (Thornbury, 2005). They often incorporate various instructional strategies, such as vocabulary lists, word families, collocations, and idiomatic expressions (Nation, 2013). Textbooks serve as a valuable resource for learners to explore and expand their vocabulary in a structured and organized manner.

**2-Workbooks:** Workbooks are printed instructional materials that provide structured exercises and activities for learners to practice and reinforce their vocabulary skills (Johnson, 2009). They typically contain a series of exercises, such as matching words with their definitions, filling in the blanks, or completing sentences with appropriate vocabulary words (Richards & Renandya, 2002). Workbooks often include exercises for vocabulary expansion, contextual usage, and word association (Nation, 2013). They offer learners the opportunity to practice vocabulary in a written format and reinforce understanding through active engagement with the content.

**3-Audio Recordings:** Audio recordings refer to audio-based materials designed to aid vocabulary learning. They can include audio tapes, CDs, or digital audio files (Richards & Renandya, 2002). Audio recordings provide spoken representations of vocabulary words, phrases, and sentences. They may include pronunciation guides, dialogues, storytelling, or vocabulary drills (Goh & Zhang, 2013). Learners can listen to these recordings to improve their pronunciation, listening comprehension, and overall oral language skills (Thornbury, 2005). Audio recordings are particularly useful for learners to familiarize themselves with proper pronunciation and intonation patterns.

**4-Visual Aids:** Visual aids are visual representations used to support vocabulary learning. They can take various forms, such as flashcards, posters, charts, diagrams, pictures, or videos (Richards & Renandya, 2002). Visual aids help learners associate words with corresponding images or visual cues, making vocabulary more memorable and easier to understand (Harmer, 2007). They can also illustrate word relationships, semantic fields, or contextual usage (Nation, 2013). Visual aids facilitate visual learning, stimulate memory recall, and enhance learners' comprehension and retention of new vocabulary.

**5-Dictionary:** Dictionary is a reference book or an online resource that provides definitions, translations, and explanations of words and phrases in one or more languages (Béjoint, 2010). Dictionaries are valuable tools for vocabulary learning as they offer learners access to a wide range of words and their meanings (Nation, 2013). Learners can use dictionaries to look up unfamiliar words, understand their definitions, explore word usage, and discover synonyms, antonyms, and collocations (Richards & Renandya, 2002). Dictionaries also provide pronunciation guides, part-of-speech information, and examples of word usage in different contexts (Thornbury, 2005). They serve as a reliable resource for learners to expand their vocabulary, improve language comprehension, and enhance their overall language skills.

## **2.8 Steps of learning Vocabulary**

Hatch and Brown (2000) explained five steps to learning new words: encountering the word, identifying the word form, identifying its meaning, associating the word form to its meaning, and using it.

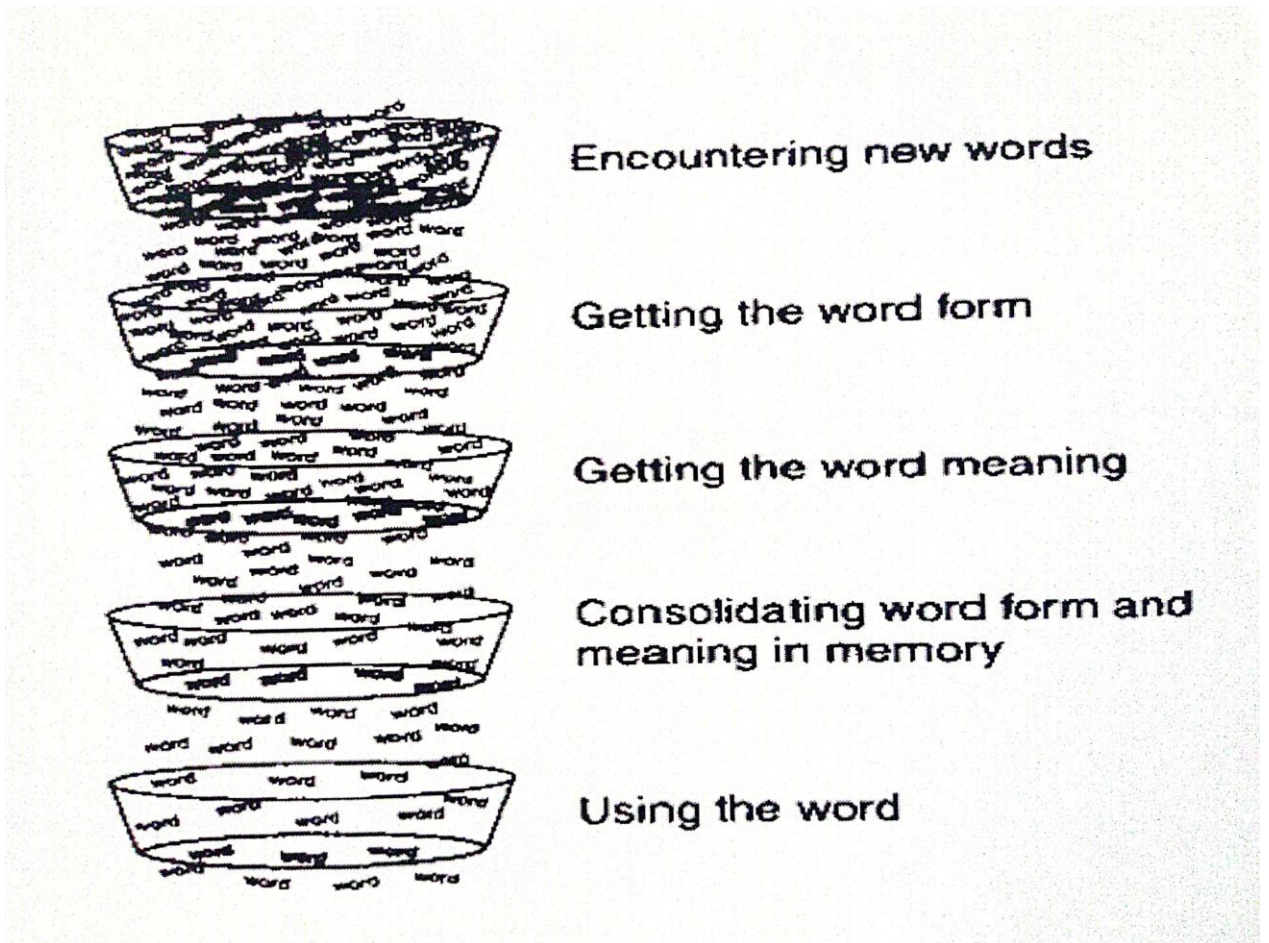


Figure 6: Five essential steps to learn new words

### 2.8.1 Encountering the word

The first step emphasizes the importance of exposure to new words in meaningful contexts. This exposure can occur through various sources such as reading books, articles, or online content, listening to conversations or lectures, or even watching movies or TV shows. The more frequently learners encounter a word, the greater the likelihood of retaining and internalizing it (Hatch & Brown, 2000, p. 104).

## **2.8.2 Identifying the word form**

Once learners encounter a word, they need to recognize and understand its form. This includes aspects such as spelling, pronunciation, and grammatical variations like different verb tenses or noun plurals. Recognizing word forms helps learners build a mental representation of the word and aids in future recognition and production (Hatch & Brown, 2000, p. 104).

## **2.8.3 Identifying its meaning**

Understanding the meaning of a word is crucial for effective communication. Learners can employ various strategies to comprehend word meanings, such as using dictionaries, context clues, word families, or engaging in discussions with others. Recognizing the meaning of a word allows learners to grasp its nuances and use it appropriately in different contexts (Hatch & Brown, 2000, p. 104).

## **2.8.4 Associating the word form to its meaning**

Once learners have identified the form and meaning of a word, they need to establish a connection between the two. This association solidifies the relationship in the learner's mind, making it easier to recall and understand the word in the future. Techniques like visualizing the word, creating mental images, or using mnemonic devices can aid in strengthening this association (Hatch & Brown, 2000, p. 104).

## **2.8.5 Using the word**

The final step is actively using the newly acquired word in one's own language production. This involves incorporating the word into speaking or writing, either spontaneously or purposefully. By using the word in different contexts and situations, learners reinforce their understanding,



consolidate their memory of the word, and develop fluency in its use (Hatch & Brown, 2000, p. 104).

## **2.9 The Importance of Vocabulary**

A rich and diverse vocabulary plays an essential role in effective communication and language comprehension. It enhances communication skills by enabling individuals to express their thoughts, ideas, and emotions more precisely and effectively (Graves, 2016). Furthermore, an extensive vocabulary is crucial for improving reading comprehension as it allows readers to infer meanings from context and understand written text more effectively (Nagy & Anderson, 2017). Moreover, vocabulary knowledge is strongly linked to academic performance, with students who possess larger vocabularies achieving higher grades, performing better on standardized tests, and demonstrating stronger critical thinking skills (Becker, 2016; Blachowicz & Fisher, 2011). Additionally, vocabulary development enhances cognitive abilities, stimulating brain activity, improving memory, and strengthening problem-solving and decision-making skills (Stanovich & Cunningham, 2012). Therefore, Having a rich vocabulary is essential in language learning as it helps individuals communicate effectively in various settings. It enhances an individual's writing and speaking skills, which are critical in academic, professional, and social contexts. A broad vocabulary also helps in understanding written and spoken language, which can improve reading comprehension.

## **Conclusion**

Vocabulary is an essential component of language learning, and it plays a crucial role in effective communication. Learning new words can be challenging, but with consistent practice and

exposure, individuals can expand their vocabulary and improve their communication skills. Using strategies such as contextual learning, mnemonic devices, word mapping, and flashcards can help individuals learn vocabulary effectively.

# **Chapter Three**

## **Analysis and Discussion of the findings**

## **Introduction**

The present study aims to explore the impact of using Interactive Digital Entertainment on EFL students' vocabulary learning. In order to collect and analyse data, this study relied mainly on a quantitative descriptive method. Accordingly, the data have been gathered through one questionnaire, the questionnaire was distributed to Master two students to determine whether the usage of interactive digital entertainment will increase and facilitate their vocabulary learning. However, the current chapter presents the gathered and analysed data to test the validity of the research and draw logical findings and interpretations.

### **3.1 Research Design**

We opted for a survey with a descriptive design to address our research questions. The main objective of our investigation was to explore the significance of using interactive digital entertainment and its impact on EFL student's vocabulary learning. To gather information, we took a quantitative approach, focusing on numerical data. This approach was necessary because we wanted to understand the participants' perspectives on the independent variable, which describes the factor under study, within a limited timeframe.

### **3.2 Population and Sample**

The population targeted by this study is master two student of the English language at the University of Ghardaia were in total 62. The reason of choosing such sample is because that this group may have had exposure to IDE resources while learning, giving them the ability to supply us with relevant thoughts on the current topic.

A random sampling approach was used to gather data from the students. 42 master two students responded to the questionnaire.

### **3.3 Data Collection Tools**

In this current study, we used a quantitative method as a data collection, and this design was gathered through a questionnaire which is considered as one of the appropriate and reliable tools that supply us with valid data. This questionnaire helped us achieve our goals, test our research hypotheses, and answer our research questions.

### **3.4 Validity of Instruments**

Prior to the administration of the student questionnaire, it was sent to the supervisor for feedback and ideas on the items contained in the questionnaire. Finally, the supervisor provided some helpful comments for judging its clarity in terms of content, functionality, delivery, and difficulty level.

### **3.5 Administration of the Questionnaire**

The final version of the questionnaire was prepared using Google Forms and sent to the target population via a Facebook group and Telegram group. Master two students were unable to participate in the second semester as a result. The only way to finish the questionnaire was to do it online. The expected number of responses, which is (42), is finally obtained in a four days period.

### **3.6 Description of the questionnaire**

This questionnaire is designed for master two students at the University of Ghardaia. The reasoning behind selecting this population in first place is that learners are asked to speak more in this particular academic level, in other words in this level need as much possible vocabulary to

vary their speaking. Also, this group may have had exposure to IDE resources while learning, giving them the ability to supply us with relevant thoughts on the current topic.

The target population consisted of 42 master two student's. the sample was chosen randomly. This questionnaire contains 14 questions divided into three sections: Participant Informations, Vocabulary Learning, and The Role of Using IDE for Vocabulary Learning

This questionnaire aims to gather information about the role of interactive digital entertainment (IDE) in vocabulary learning among English as a Foreign Language (EFL) students. The questionnaire is divided into three sections and consists of multiple-choice questions. Participants are requested to select the most appropriate option for each question.

#### Section 1: Participant Information

In this section, participants are asked to provide their age and the reason behind their choice of studying English. They can choose their age range from the given options and select whether studying English is their personal choice, their parent's choice, or someone's advice.

#### Section 2: Vocabulary Learning

This section focuses on the participants' opinions and practices related to vocabulary learning. Participants are asked if they believe vocabulary is important in learning English as a foreign language. They are also asked to evaluate their own English vocabulary knowledge as low, medium, or high. Furthermore, participants are inquired about the methods they employ to learn new English vocabulary, with options including reading, using dictionaries, or using IDE platforms.

#### Section 3: The Role of Using IDE for Vocabulary Learning

This section explores the participants' perceptions and experiences regarding the use of interactive digital entertainment (IDE) for vocabulary learning. Participants are asked to rate the helpfulness of IDE in improving their vocabulary skills as extremely helpful, somewhat helpful, not very helpful, or not at all helpful. They are also asked about the frequency of their IDE usage and their preferred IDE platforms for language learning. Additionally, participants are questioned about their belief in the potential of IDE to develop other language skills, such as listening, speaking, and writing. The ease of finding appropriate vocabulary content on IDE platforms is also assessed, with options ranging from easy to hard. Furthermore, participants are asked to rate their level of agreement with the statement "using IDE is more efficient and motivating than traditional methods" and provide a justification for their answer. Finally, participants are asked if they would recommend the use of interactive digital entertainment to other EFL students for vocabulary improvement, with options including yes, definitely; yes, with reservations; or no.

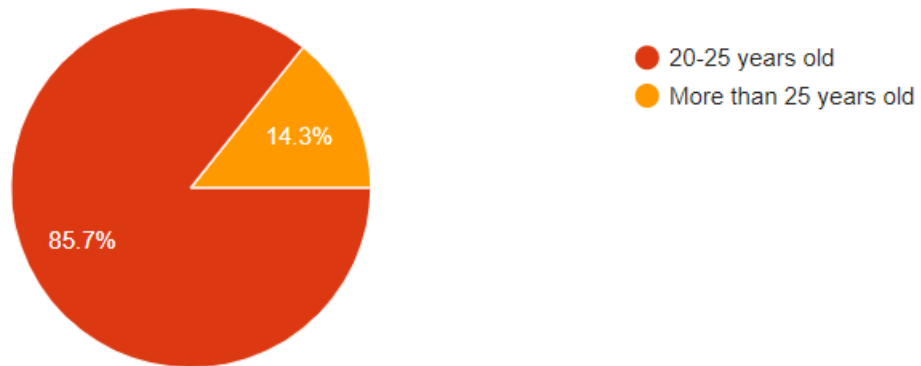
### **3.7 Analysis of the questionnaire**

#### **Section one: Personal information**

**Question 1:** How old are you?

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>20-25</b>	<b>36</b>	<b>85.71 %</b>
<b>Over 25 years old</b>	<b>6</b>	<b>14.29 %</b>

**Table 1: Participants' Age**



**Figure 7: Participants' Age**

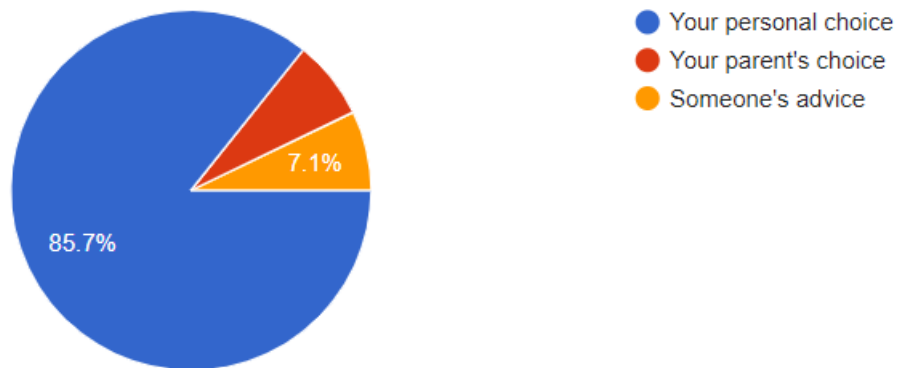
The first question is about the participants' age. It is classified into two categories. The majority of the participants (85.71%) are between the ages of 20 and 25, while a smaller proportion (14.29%) falls in the age group of more than 25 years old.

**Question 2:** Your choice of studying English is: personal, parents' choice or someone's advice

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Your personal choice</b>	<b>36</b>	<b>85.71%</b>
<b>Your parent's choice</b>	<b>3</b>	<b>7.14 %</b>
<b>Someone's advice</b>	<b>3</b>	<b>7.14 %</b>

**Table 2: Reason behind choosing English as major speciality**





**Figure 8: Reason behind choosing English as major speciality**

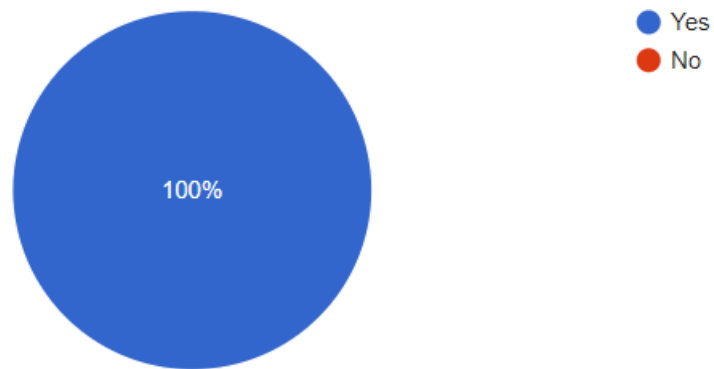
The majority of participants (85.71%) stated that studying English was their personal choice. A smaller percentage (7.14%) mentioned that it was their parent's choice, and an equal percentage (7.14%) indicated that they decided to study English based on someone's advice.

## Section two: Vocabulary learning

**Question3:** Do you think vocabulary is important in learning English as a foreign language?

Options	Participants	Percentage
Yes	42	100%
No	0	0%

**Table 3: Students' attitude towards the importance of vocabulary**



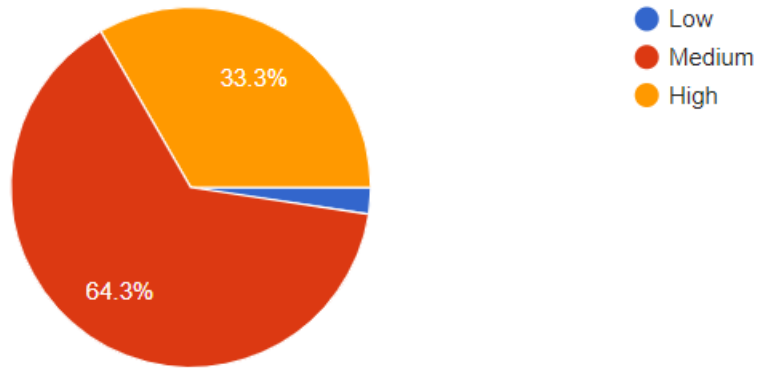
**Figure 9: Students' attitude towards the importance of vocabulary**

All participants (100%) agreed that vocabulary plays a crucial role in learning English as a foreign language. None of the participants disagreed with this statement. This emphasizes the significance of vocabulary in the language learning process.

**Question 4:** How can you evaluate your English vocabulary?

Options	Participants	Percentage
Low	1	2.38 %
Medium	27	64.29 %
High	14	33.33 %

**Table 4: Participants' English vocabulary level**



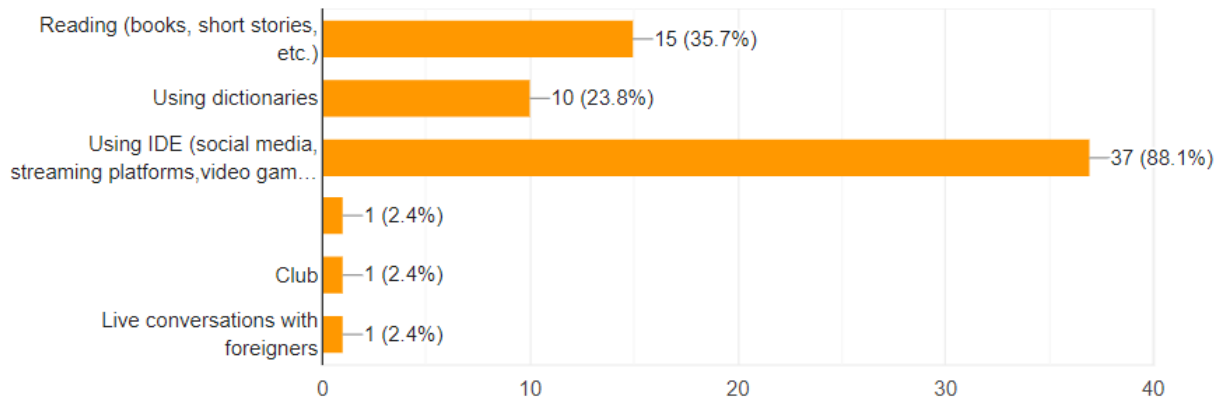
**Figure 10: Participants' English vocabulary level**

The participants' self-evaluation of their English vocabulary knowledge varies. A small proportion (2.38%) rated their vocabulary knowledge as low, while the majority (64.29%) assessed it as medium. A significant percentage (33.33%) considered their vocabulary knowledge to be high.

**Question 5:** What do you do to learn new English vocabulary?

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Reading (books, short stories, etc.)</b>	<b>15</b>	<b>24.19%</b>
<b>Using dictionaries</b>	<b>10</b>	<b>16.13%</b>
<b>Using IDE (social media, streaming platform, etc.)</b>	<b>37</b>	<b>59.68%</b>

**Table 5: Participants' learning vocabulary strategies**



**Figure 11: Participants' learning vocabulary strategies**

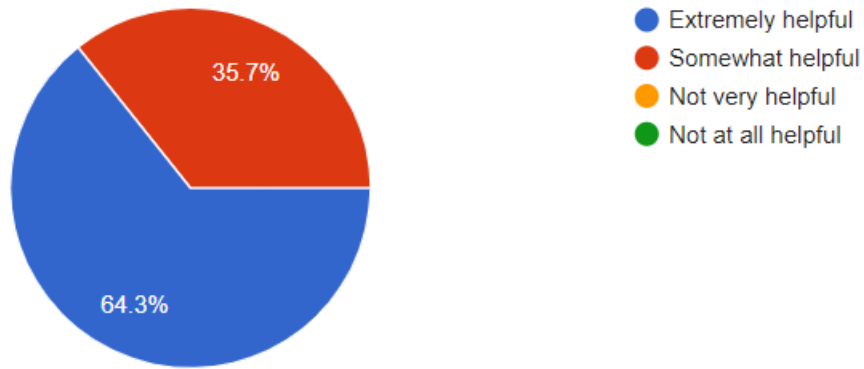
When it comes to learning new English vocabulary, participants indicated different preferences. The most common method reported was using IDE (interactive digital entertainment) platforms (59.68%). Other methods include reading books or short stories (24.19%) and using dictionaries (16.13%).

### **Section Three: The role of using IDE for vocabulary learning**

**Question 6:** How helpful do you think IDE is in improving your vocabulary skills?

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Extremely helpful</b>	<b>27</b>	<b>64.29%</b>
<b>Somewhat helpful</b>	<b>15</b>	<b>35.71%</b>
<b>Not very helpful</b>	<b>0</b>	<b>0.00%</b>
<b>Not helpful at all</b>	<b>0</b>	<b>0.00%</b>

**Table 6: Assessing the Impact of Interactive Digital Entertainment on Vocabulary Skills**



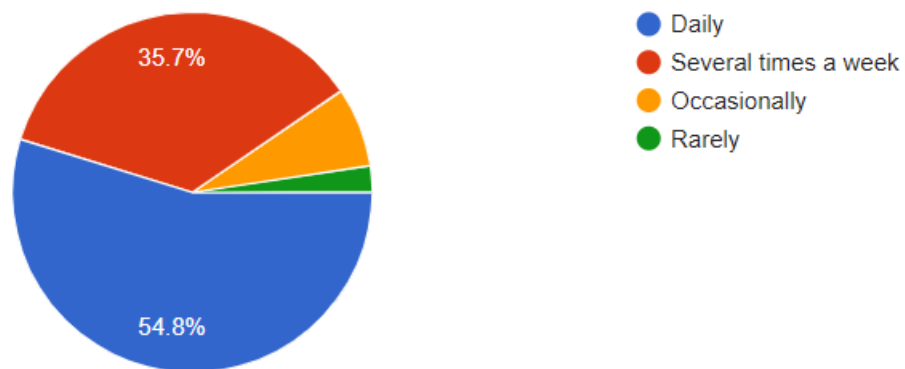
**Figure 12: Assessing the Impact of Interactive Digital Entertainment on Vocabulary Skills**

Regarding the helpfulness of IDE for improving vocabulary skills, the majority of participants (64.29%) found it extremely helpful. Another portion (35.71%) regarded it as somewhat helpful. None of the participants expressed that IDE was not very helpful or not helpful at all.

**Question 7:** How often do you use interactive digital entertainment?

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Daily</b>	<b>23</b>	<b>54.76 %</b>
<b>Several times a week</b>	<b>15</b>	<b>35.71 %</b>
<b>Occasionally</b>	<b>3</b>	<b>7.14 %</b>
<b>Rarely</b>	<b>1</b>	<b>2.38 %</b>

**Table 7: Participants' Frequency of IDE usage**



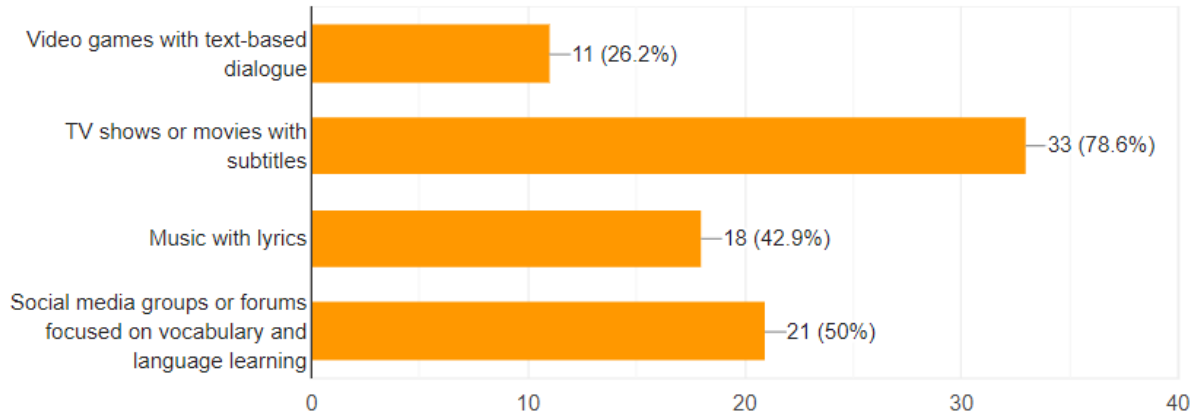
**Figure 13: Participants' Frequency of IDE usage**

Participants reported different frequencies of using interactive digital entertainment. The majority (54.76%) stated that they use IDE on a daily basis. Another significant portion (35.71%) reported using it several times a week. A smaller percentage reported using it occasionally (7.14%) or rarely (2.38%).

**Question 8:** What is your preferred IDE platform for language learning?

<b>Options</b>	<b>Participants</b>	<b>Percentage</b>
<b>Video games with text based .....</b>	<b>11</b>	<b>13.25%</b>
<b>TV shows or movies with subtitles</b>	<b>33</b>	<b>39.76%</b>
<b>Music with lyrics</b>	<b>18</b>	<b>21.69%</b>
<b>Social media groups or forums .....</b>	<b>21</b>	<b>25.30%</b>

**Table 8: Participants' preferred IDE platform for learning**



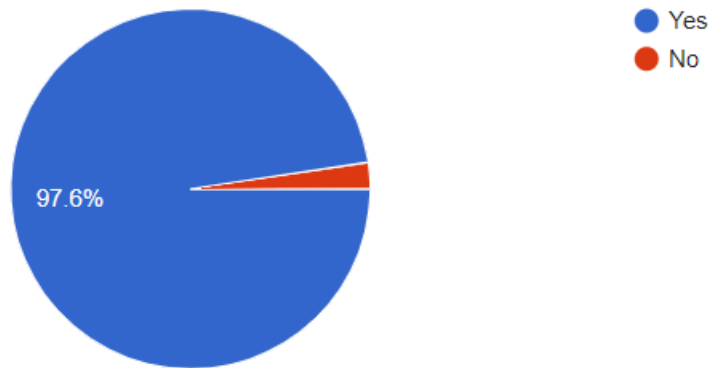
**Figure 14: Participants' preferred IDE platform for learning**

Participants showed varied preferences for IDE platforms when it comes to language learning. The most preferred platform was TV shows or movies with subtitles (39.76%), followed by social media groups or forums (25.30%), music with lyrics (21.69%), and video games with text-based content (13.25%).

**Question 9:** Do you believe IDE can help you develop other language skills, such as listening, speaking and writing?

Options	Participants	Percentage
Yes	41	97.62 %
No	1	2.38 %

**Table 9: Exploring the Potential of IDE in Enhancing Language Skills**



**Figure15: Exploring the Potential of IDE in Enhancing Language Skills**

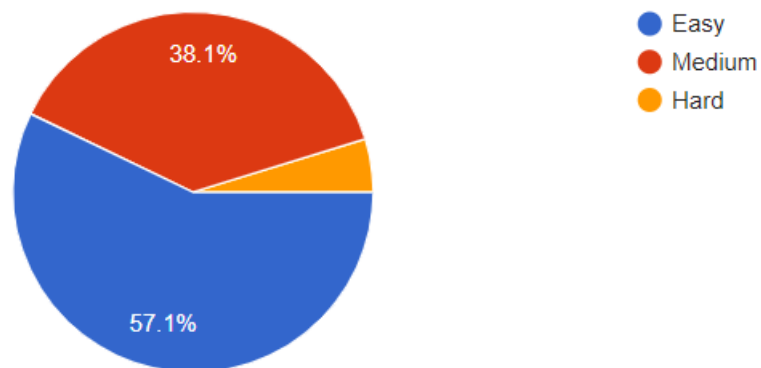
The vast majority of participants (97.62%) expressed a belief that IDE can help them develop other language skills such as listening, speaking, and writing. Only a small percentage (2.38%) disagreed with this statement.

**Question 10:** How easy is it to find appropriate vocabulary content on IDE platform?

Options	Participants	Percentage
Easy	24	57.14 %
Medium	16	38.10 %
Hard	2	4.76 %

**Table 10: Exploring the Ease of Finding Vocabulary Content on IDE Platforms**





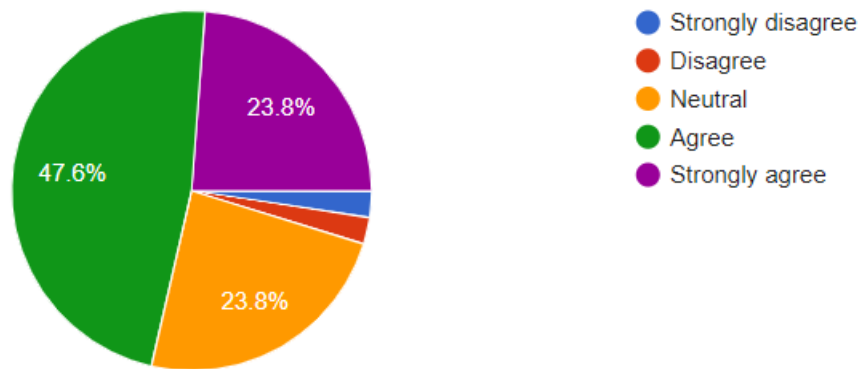
**Figure 16: Exploring the Ease of Finding Vocabulary Content on IDE Platforms**

Participants reported varying levels of ease in finding appropriate vocabulary content on IDE platforms. The majority (57.14%) found it easy, while a significant portion (38.10%) considered it medium. A very small percentage (4.76%) found it hard.

**Question 11:** Is using IDE motivating for learning new vocabulary?

Options	Participants	Percentage
Strongly disagree	1	2.38 %
Disagree	1	2.38 %
Neutral	10	23.81 %
Agree	20	47.62 %
Strongly agree	10	23.81 %

**Table 11: Participants' thoughts on IDE as a Motivational Tool for Learning New Vocabulary**



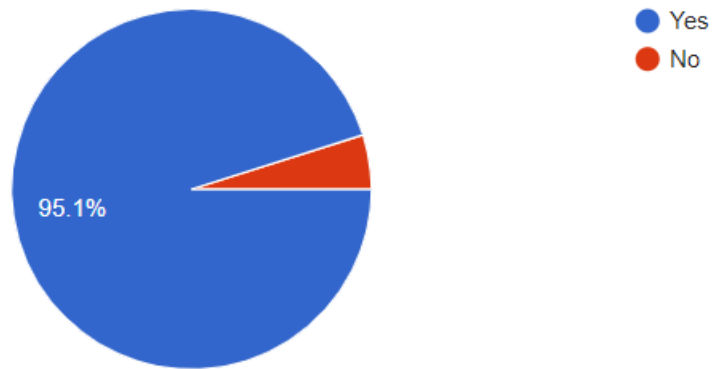
**Figure 17: Participants' thoughts on IDE as a Motivational Tool for Learning New Vocabulary**

Participants provided diverse responses regarding the motivation they derive from using IDE for learning new vocabulary. The majority (47.62%) agreed that using IDE is motivating, while an equal percentage (23.81%) strongly agreed and had a neutral opinion. A small proportion disagreed (2.38%) or strongly disagreed (2.38%) with this statement.

**Question 12:** Do you think using IDE simplifies learning new lexis to you?

Options	Participants	Percentage
Yes	39	92.86 %
No	2	4.76 %
No answer	1	2.38 %

**Table 12: The Role of IDE in Simplifying Lexis Learning**



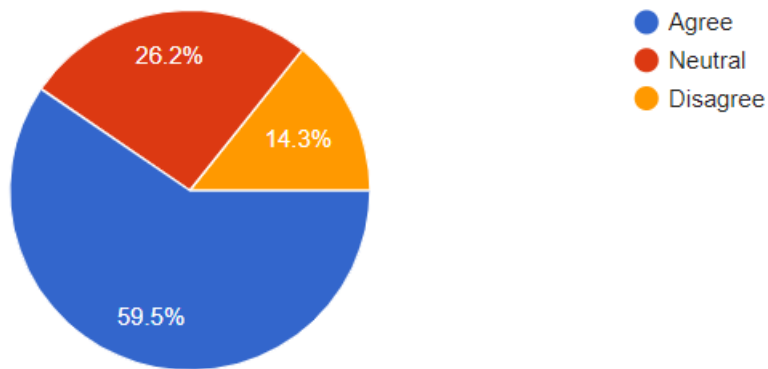
**Figure 18: The Role of IDE in Simplifying Lexis Learning**

Most participants (92.86%) believed that using IDE simplifies the learning of new lexis, indicating a positive perception. A small proportion (4.76%) disagreed, while an even smaller portion (2.38%) did not provide an answer.

**Question 13:** To what extent do you agree with the following statement “Using IDE is more efficient and motivating than traditional methods.”

Options	Participants	Percentage
Agree	25	59.52 %
Neutral	11	26.19 %
Disagree	6	14.29 %

**Table 13: IDE platforms VS traditional methods**



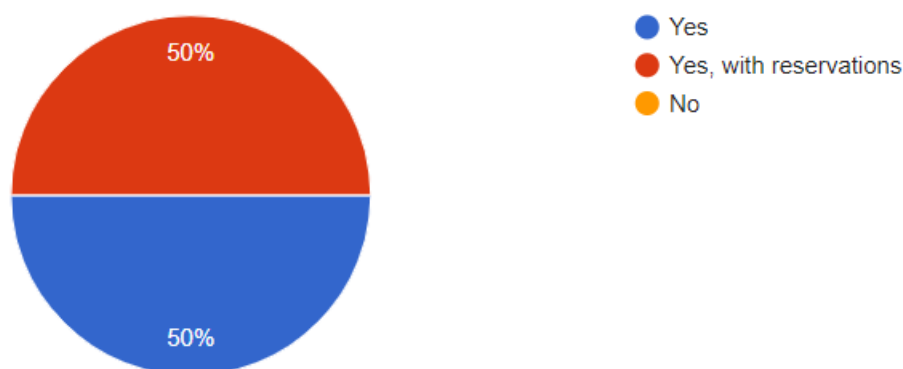
**Figure 19: IDE platforms VS traditional methods**

Participants expressed varying degrees of agreement with the statement. The majority (59.52%) agreed, while a significant proportion (26.19%) had a neutral opinion. A smaller percentage (14.29%) disagreed.

**Question 14:** Would you recommend the use of IDE to other EFL students for vocabulary improvement?

Options	Participants	Percentage
Yes	21	50.00 %
Yes, with reservations	21	50.00 %
No	0	0.00 %

**Table 14: Students' Recommendations on Using IDE for Vocabulary Improvement in EFL**



**Figure 20: Students' Recommendations on Using IDE for Vocabulary Improvement in EFL**

All participants (100%) expressed a willingness to recommend the use of interactive digital entertainment to other EFL students for vocabulary improvement. Half of the participants (50.00%) stated they would recommend it without reservations, while the other half (50.00%) would recommend it with reservations.

### **3.8 Discussion of the findings**

This questionnaire is designed with the aim of investigating the impact of IDE on EFL students' vocabulary learning. We arrive at the following conclusions after studying the questionnaire. Students choice of studying English language by them is positive since they would be motivated and interested to learn the language efficienntly. Moreover, students are highly aware about the importance of vocabulary in the process of learning English as a foreign language. Additionally,

they follow different strategies to learn new words, the most common method reported was using IDE platforms, because they provide an enjoyable environment and motivate them to learn English actively. Furthermore, the frequency of IDE platform usage varied among the participants, with a majority reporting daily usage. This usage of IDE indicates its integral role in their learning process. Additionally, participants had diverse preferences regarding IDE platforms for language learning, with TV shows or movies with subtitles being the most favored choice. This preference highlights the importance of such platforms in EFL learning. Moreover, participants expressed a strong belief that IDE can aid in the development of other language skills, such as listening, speaking, and writing. The integration of multimedia elements, interactive features, and authentic contexts within IDE platforms seems to provide opportunities for enhancing various language competencies.

While the ease of finding appropriate vocabulary content on IDE platforms varied among participants, the majority found it easy, suggesting the availability of a wide range of vocabulary resources. However, there is room for improvement in terms of accessibility and tailored content curation. Although participants generally perceived IDE as motivating for vocabulary learning, some had a neutral opinion, highlighting the existence of diverse motivational factors. Considering these individual differences is crucial for effective implementation of IDE.

The participants overwhelmingly agreed that IDE simplifies the learning of new lexis, emphasizing its role as a facilitator in vocabulary acquisition. Moreover, the majority of participants considered IDE more efficient and motivating than traditional methods, this leaves us with the idea that traditional methods are a little bit ancient and are less enjoyable and interesting. Finally, the positive experiences and belief in IDE's potential led all participants to express their willingness to recommend its use to other EFL students for vocabulary improvement. This

unanimous support demonstrates the participants' appreciation for the benefits IDE platforms provides to language learners.

## **Conclusion**

This chapter was dedicated to analysing the collected data, which consisted of one questionnaire distributed to master two students. First, the questionnaire was described and statistically and descriptively analysed. The questionnaire findings were then discussed in order to determine students' attitudes towards using IDE platforms to improve their vocabulary learning. Finally, the results show that students have a positive attitude towards using IDE platforms to facilitate and improve their vocabulary learning. To summarise, the findings support the research hypotheses that using interactive digital entertainment platforms improves EFL students' vocabulary acquisition, retention, and usage much more than traditional vocabulary learning techniques, and and EFL students who have positive attitudes towards using interactive digital entertainment for language learning are more likely to demonstrate improvements in their vocabulary skills.

# **General Conclusion**



## **General conclusion**

Vocabulary holds a key position in the process of learning a new language as it greatly contributes to students' ability to communicate effectively in the target language. By expanding their repertoire of words and phrases, learners gain the necessary tools to express themselves with confidence and clarity, paving the way for successful language acquisition.

The present research aimed to investigate the impact of IDE platforms in enhancing and simplifying students' vocabulary learning. The study was divided into two main parts, the theoretical part which composed of two chapters and the practical part which consists of one chapter. The first and second chapters of the dissertation delve into the theoretical foundations of the research. In Chapter One, the focus is on interactive digital entertainment (IDE). This chapter explores the definition of IDE and highlights its significance in the context of foreign language learning and instruction. It examines the role of IDE as a tool for enhancing language skills, particularly vocabulary acquisition. Additionally, the chapter explores the different types of IDE. Moreover, the chapter examines specific IDE learning materials that can be incorporated into EFL learning. Lastly, we listed some of the advantages and disadvantages of IDE, as well as its significance in EFL learning.

Moving on to Chapter Two, the attention shifts towards vocabulary learning. This chapter begins by defining vocabulary and emphasizing its importance in language learning. It discusses the different types of vocabulary, including active and passive vocabulary, as well as the tiers of vocabulary. The chapter also delves into vocabulary teaching methodologies and explores various strategies to enhance vocabulary learning. It covers approaches such as contextual learning, spaced

repetition, mnemonic devices, word association, contextual clues, vocabulary journals, vocabulary games and activities, and authentic language use.

The third and final chapter focuses on the practical aspects of the study. It centers around the analysis and interpretation of student questionnaires to evaluate the effectiveness of interactive digital entertainment in enhancing EFL learners' vocabulary. This chapter utilizes the data collected from the questionnaires to explore and discuss the results. It aims to demonstrate the usefulness of IDE in improving vocabulary learning among EFL learners. We used one questionnaire in order to establish the relationship between the two variable and to validate our hypothesis which state that using interactive digital entertainment platforms improves EFL students' vocabulary acquisition, retention, and usage much more than traditional vocabulary learning techniques, and and EFL students who have positive attitudes towards using interactive digital entertainment for language learning are more likely to demonstrate improvements in their vocabulary skills. Finally, after an accurate analysis and interpretation of the results, we have concluded that the two hypotheses were confirmed since students demosntrated a positive attitude towards using IDE platforms to facilitate and improve their vocabulary learning. As a result, we recommend the use of this technology as a learning tool to improve students' vocabulary learning.

### **Limitation of the study**

Time limitation obliged the researcher to choose a small sample of participants and to only employ one data collection method conducted only with students.

## **Pedagogical Implications**

After the end of this study we can suggest some recommendations for students.

- Students should take more time to learn vocabulary outside of the classroom
- Students should use their electronic devices not only to entertain themselves but also to use them as a vocabulary learning device.
- Students should use a combination of traditional methods and ide platforms to maximise their vocabulary knowledge.

## **Recommendations**

After the end of this study we can suggest some recommendations:

We conducted this research investigation in a descriptive manner. Rather, it would be preferable to carry it out as an experimental way. For example, applying this problem to younger students, and observing two groups of students throughout the year.

For future research we recommend to select larger samples and make use of more and different data collection instruments to obtain significant more in-depth data about the problem under study.

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# Appendices

## Appendices 01

**University of Ghardaia**

**Department of literature and foreign languages**

### Students' Questionnaire

Dear Students,

You are kindly requested to take part in a research questionnaire for our thesis on "Exploring the Use of Interactive Digital Entertainment for Improving EFL Students' Vocabulary Skills." Your feedback as an EFL student is crucial to our study's success. The main objective of this research is to investigate the potential benefits of interactive digital entertainment, such as video games, social media, and streaming platforms, in enhancing English as a Foreign Language (EFL) students' vocabulary skills. By gathering data and analyzing your responses, we aim to contribute to the growing field of language learning and pedagogy. Rest assured, all answers will be used for research purposes and will remain confidential.

Thank you for your time, effort and collaboration.

#### Section one: Personal Informations

**Q1.** How old are you?

a) 20-25 years old

b) Over 25 years old

**Q2.** Your choice of studying English is.

a) Your personal choice

b) Your parent's choice

c) Someone's advice

## Section 2: Vocabulary Learning

**Q3.** Do you think that vocabulary is important in learning English as a foreign language?

- a) Yes                       b) No

**Q4.** How can you evaluate your English vocabulary Knowledge?

- a) Low   
b) Medium   
c) High

**Q5.** What do you do to learn new English vocabulary

- a) Reading (books, short stories, etc.)   
b) Using dictionaries   
c) Using IDE (social media, streaming platforms, video games and Youtube)

## Section 3: The role of using IDE for vocabulary learning

**Q6.** How helpful do you think interactive digital entertainment is in improving your vocabulary skills?

- a) Extremely helpful   
b) Somewhat helpful   
c) Not very helpful   
d) Not at all helpful

**Q7.** How often do you use interactive digital entertainment?

- a) Daily   
b) Several times a week   
c) Occasionally   
d) Rarely

**Q8.** What is your preferred IDE platform for language learning?

- a) Video games with text-based dialogue
- b) TV shows or movies with subtitles
- c) Music with lyrics
- d) Social media groups or forums focused on vocabulary and language learning
- e) Other

**Q9.** Do you believe IDE can help you develop other language skills, such as listening, speaking, and writing?

- a) Yes
- b) No

**Q10.** How easy is it to find appropriate vocabulary content on IDE platforms?

- a) Easy
- b) Medium
- c) Hard

**Q11.** Is using IDE motivating for learning new vocabulary

- a) Strongly disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Strongly agree

**Q12.** Do using IDE simplifies learning new lexis to you?

- a) Yes
- b) No

**Q13.** To what extent do you agree with the following statement “Using IDE is more efficient and motivating than traditional methods”

- a) Agree
- b) Neutral
- c) Disagree

**Q14.** Would you recommend the use of IDE to other EFL students for vocabulary improvement?

- a) Yes
- b) Yes, with reservations
- c) No

## الملخص

من المعروف أن إتقان المفردات الانجليزية من أصعب المهام في عملية تعلم اللغة، فهي تعتبر تحدي صعب لكل من المعلمين والطلبة. نظرا لصعوباتها العديد من الطلبة يواجهون الكثير من المشاكل في تحسين مستواهم في التواصل، القراءة، الكتابة، والتحدث الخ. هذه الدراسة تهدف الى كشف أهمية وسائل الترفيه الالكترونية في تعزيز مفردات طلبة اللغة الانجليزية في جامعة غرداية, نظرا ان هذه الوسائل تعتبر من أهم تطبيقات التكنولوجيا في وقتنا الحاضر، وذلك لدورها الأساسي في خلق جو مريح للتعلم الذي يتناسب مع احتياجات المتعلم. ومنه الغاية من هذا البحث هي إظهار دوره الفعال في عملية التعليم، و أيضا لرفع مستوى الوعي لدى الطالب اتجاه هذه الوسائل وكيفية مساهمتها في تطوير المفردات سواء داخل القسم أو خارجه, لذا ارتكز البحث على فرضية, وهي ان تعلم المفردات باستخدام وسائل الترفيه الالكترونية امر فعال لمتعلمي اللغة الانجليزية كلغة اجنبية. و من اجل اثبات أو نفي صحة هذه الفرضية, اعتمد الباحث على المنهج الوصفي الاحصائي من خلال وصف و تحليل اهمية هذه الوسائل و مدى تأثيرها على الطلبة, حيث تم انشاء استبيان الهدف منه الاستطلاع على رأي الطلبة فيما يخص هذا الموضوع, حيث وزع الاستبيان على 42 طالب من السنة الثانية ماستر تخصص انجليزية من جامعة غرداية. و ارتأينا من خلاله مدى نجاعة استخدام وسائل الترفيه الالكترونية كوسيلة تعليمية لتحسين و تحفيز الطلبة لتعلم مفردات جديدة, و بذلك تأكيد صحة الفرضية.