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**The effects of playing videogames on developing EFL Learners '**

**Vocabulary**

**Case of Third Year MS Pupils at Sid Rohou Middle School**

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## DEDICATIONS

*I pray and thank God Almighty for granting me the gift of knowledge and blessing me  
with His mercy.*

*I dedicate this work*

*To my dear parents (the first and the last love in my life) I hope God bless them for their  
supports which is often the only stable thing when everything else goes into chaos.*

*To my sisters and my brother Mansour.*

*To my dear friends Ibtissam , Maria and Amal for standing with me all the time.*

*Thank you so much, I really appreciate that.*

**Assia LAMRI**

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In the name of **Allah**, the Most Gracious and Most Merciful

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## **ABSTRACT**

This dissertation examines how video games affect third-year pupils' vocabulary learning at Sid Rohou Middle School. It seeks to determine whether there is a connection between playing video games and learning vocabulary as well as the precise ways in which they do so. This study was predicated on three assumptions. First, there is a direct correlation between vocabulary learning and playing video games for third-year pupils. Second, playing video games influences them who are addicted to them indirectly by having them adopt new English lexicon and syntax. Third, video games have an impact on learners who deliberately play them to learn English language by teaching them how to communicate with unfamiliar people.

***Keywords:*** EFL, Vocabulary, enhancing, video games

## **LIST OF ACRONYMS**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**P:** Population

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# **Introduction**

## 1- Background of the Study

Despite the permanent developments made in the field of linguistics, still there is no clear cut answer for the question: what is the definition of language? Chomsky (1957) reported that:” Language is a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements (p. 13). Each linguist looks at language from a specific angle; be it structure or function. However, laypeople agreed upon the important role language plays in their lives; it is a key tool to communicate and fulfil different social functions within society. Every human language in the world has a set of varieties including the standard variety, dialect, register, pidgin, creole, and slang.

An increasing number of people are devoting time to learning English as a second language today. English is taught in many countries' schools, and kids are starting to acquire it at younger and younger ages. It is clear how vital English is on a global scale. Universities offer courses in English, and visitors and travelers from all over the world use English as a common language for meetings and travel.

Science, technology, aviation, the travel sector, computers, and diplomacy all use English as their primary language. Speaking English well will help in advancing your job right away. The likelihood of landing a decent job at a global corporation in your home country or abroad increases with strong English communication abilities. Since English is seen as a universal language and the language of the internet, media, and worldwide communication. So, it's necessary to speak English well for both social and recreational purposes as well as for employment.

The first thing you should know when learning English as a second language is that you're not alone! Millions of people are attempting to comprehend the nuances of the language, including irregular verbs and their uses, distinctions between them, and group pronunciation of some words. The English language is spoken by about one billion people worldwide, and millions of people are trying to learn it.

Additionally, because it is often the only language used for communication, English is becoming a more universal language over time. Even English is frequently used in media and literature. Because the vast majority of readers only speak English, the majority of writers only write in English. Due to its role in facilitating global communication, it is crucial to career advancement.

The type of language to be learned and taught can be decided upon using vocabulary learning objectives. Nation (2000) suggests three categories of data to consider when choosing the goals. The target language's word count. Number of words that native speakers are familiar with. The quantity of words needed to communicate in another language. Even native speakers struggle to know every word in a language, making it very challenging to learn them all. There are numerous specialized vocabularies that are only known by a particular group of people. Tokens, types, lemmas, and word families are terms that can be useful in this situation if someone wants to count all the words in a language.

## **2- Literature Review**

According to the research conducted at Shiraz University by Mohsen Ebrahimzadeh and Sepideh Alavi (2017) which was about the relationship between video games and EFL learning. The results of this study concluded that the commercial digital video games can improve high school students' motivation for language learning.

Another research conducted at Mohamed Seddik BenYahia (2021) by Ayad and Brimouche asserted that using video games as a teaching tool can lower speaking anxiety in EFL students. These results confirmed their initial hypotheses that video games make students have more confidence in the language level they reach , thus it will reduce automatically speaking anxiety.

### **3- Statement of the Problem**

Most of third -year MS students at Sid Rohou Middle School consistently score lower in their exams especially in the questions that acquire a high range of vocabulary. This serious problem will have an impact on pupils' ability to master their English language learning and will clearly screw up their ranking.

### **4- Aim of the Study**

This research is driven by two objectives. First, it seeks to check whether there is a relationship between playing video games and acquiring EFL vocabulary. Second, it aims at discovering how they exactly affect EFL learning.

### **5- Research Questions**

Through the present research, we plan to discover the effect of playing video games on EFL students vocabulary by answering the following questions:

1- Is there a strong relationship between playing video games and EFL vocabulary learning ?

2- Do video games affect EFL pupils who are addicted to them by adopting new English language lexis and syntax?

### **6- Research Hypotheses**

The following hypotheses are suggested:

1- there is a relationship between playing video games and developing EFL pupils' vocabulary?

2- Video games helps EFL pupils to learn English language vocabulary.

## **7- Methodology**

In order to reach the objectives of the study mentioned previously, the present research follows a descriptive research design that helps to access answers for the research questions. The approach followed for analysing the data is quantitative. The instrument used in this dissertation is a questionnaire. It will be designed for third year MS pupils at Sid Rohou Middle School in English language to test the relationship between both video games and learning English vocabulary .

## **8- Population and Sampling**

In order to limit the scope of working on all for third year MS pupils at Sid Rohou Middle School in English, I decided to take only the case of third year MS promotion as my population of interest. The target sample of my study will be selected by applying a stratified random sampling through which participants were chosen to gather the necessary data.

## **9- Structure of the Study**

The present research is designed to discover the effects of playing video games on developing EFL students' vocabulary– Third Year pupils at Sid Rohou Middle School - It consists of two parts. The first part is theoretical; it reviews the literature that covers all the research variables. The second part is practical, it presents the methodology and analysis of the obtained data.

The first part is divided into two chapters. The first chapter focuses on providing the role of video games in developing EFL Vocabulary Learning from a didactic and a psycholinguistic view .The second chapter is devoted to presenting an overview about video games history, their types, and their direct and indirect effects on learning English language.

The second part is practical. The first section presents the research methodology, the second is devoted to the gathered data, and the last one provides the interpretation of data. This part deals with the analysis of the gathered data and the discussion of the results. After that a conclusion is presented along with a list of references of all works used during the study.

## **CHAPTER ONE**

# **The Role of Video Games in Developing EFL Vocabulary Learning**



## Chapter One: The Role of Video Games in Developing EFL Vocabulary

### Learning

#### Introduction

Modern social interaction has changed as a result of the use of digital media, which frequently moves various social activities like conversation and communication to online spaces. One of these spaces is the world of video games, where users can immerse themselves and socially interact with AI and other real-world players (Korhonen, Montola, & Arrasvuori, 2009). Video game playing has developed into an activity that takes up a sizeable amount of children's and adolescents' daily free time (Gentile & Walsh, 2002). Video games have been linked to "increase in aggressive behaviour, aggressive cognition, aggressive affect, and cardiovascular arousal," according to previous research, which has mainly focused on the drawbacks. Prensky (2006), in contrast to Anderson, focused on the advantages of video games, asserting that they could hasten children's cognitive development and language learning. While a small number of studies have found that video games may offer linguistic learning opportunities, little research has looked at whether language learners of second languages could improve their vocabulary proficiency in English by using video games.

There is a ton of pre-written dialogue and text in video games, as well as the potential for impromptu player-to-player interaction. For instance, the video game World of Warcraft is a significant source of linguistic input because it has over 6 million pre-written words (Blizzard Entertainment, 2014). However, multiplayer games, like World of Warcraft, frequently also include a social layer where users can chat and communicate with one another, giving users more opportunities to input language. Schmitz (2010) claims that input frequency is a key component of language acquisition, which suggests that computer games with a lot of words could help with vocabulary development. Additionally, Sundqvist and Wikström (2015) discovered that video games were more significant for Swedish ESL learners' vocabulary proficiency than other extracurricular activities; though they maintain that additional research in the field is required to support their findings. While Sundqvist

and Wikström ( 2015, p.26) discovered that video games were helpful for vocabulary acquisition, they did not specify which games might be the most suitable ones for this purpose .This chapter is devoted to present an overview about video games, EFL vocabulary learning along with link between both variables.

## **Section One: An Overview about Video Games**

### **1.1.1. Defining Video Games**

It is difficult to give a precise and comprehensive definition of video games. Simply put, a video game is a game plus technology. Suits (1967, p. 156) provided a formal definition of games, stating that “to play a game is to engage in an activity directed toward bringing about a specific state of affairs, using only means permitted by specific rules, where the means permitted by the rules are more limited in scope than they would be in the absence of the rules, and where the sole reason for accepting such limitation is to make possible such activity”.

From a purely terminological perspective, video games are nothing more than a transformation of games that are controlled by an electronic or digital key and displayed on a screen, as stated by Platania (2017). According to Esposito (2005, p. 2) "a videogame is a game which we play thanks to an audio-visual apparatus and which can be based on a story." In other words, the benefits of videogames are more than entertainment; it is a fundamental way to adopt foreign languages through building a great amount of written and spoken vocabulary

Since the release of the games OXO and tennis for two (these are names of popular video games) in the 1950s, video games have become increasingly popular (Chikhani, 2018). Given that video games are available on so many different platforms, including pc, even mobile phones and gaming consoles. Additionally, video games come in a wide variety of genres and can be enjoyed by players of various ages.

Similar to literary or cinematic genres, there are several types of video game genres, including: action games, which have similar components to action movies and shooter games

in which players shoot and use weapons to either defend them or to attack other players. Strategy games is another videogames genre which are designed to be difficult and require a lot of thought and are frequently about creating a prosperous empire or solving puzzles or other similar tasks to advance in the game.

### 1.1.2. Main Features of Video Games

Chris Crawford identified four traits that all video games share in his book "The Art of Computer Game Design," published in 1982. This book was based on the peculiarities of the then-emerging electronic entertainment (Egenfeldt-Nielsen et al. 2008, p. 33).

**1.1.2.1. Representation.** It explains how a game "subjectively represents a subset of reality." Games simulate outside circumstances but do not actually exist in those circumstances (Egenfeldt-Nielsen et al. , 2008, p. 33).

**1.2.2.2. Interaction.** It is the quality that underlies the enjoyment that games provide. "The player must be able to shape the game's world and receive meaningful feedback from his actions so that he feels invested in the experience." (Egenfeldt-Nielsen et al., 2008, p. 33).

**1.2.2.3. Conflict.** Obstacles stand in the way of the game's primary goal. Conflict can be immediate or indirect, physical or verbal, but it always exists in every game. (Egenfeldt-Nielsen et al., 2008, p. 33).

**1.1.2.4 Security.** Even if you lose a conflict in the game, you can be confident that the results won't be the same in real life (Egenfeldt-Nielsen et al., 2008, p. 33).

Malone, T., and Lepper (1987, p. 249) list the following additional crucial categories that help define video games:

**1.1.2.5 Challenge .**There are levels of varying difficulty in video games. The presence of a challenge satisfies self-realization, which in turn determines the motivation to surpass oneself and advance.

**1.1.2.6 Curiosity.** It is an essential part of attraction. Characteristics that pleasantly stimulate the senses pique sensory curiosity, while the desire to understand the subject's mental structures sparks intense interest.

**1.1.2.7 Control.** The player is aware of how his choices and actions have a big impact on how the video game plays out.

**1.1.2.8 Elements of Fantasy** .Cooperation and competition are interpersonal motivations, and they fulfill the player's emotional needs.

**1.1.2.9 Recognition** .It has to do with the player's performance and approval needs. The video game gives the player credit by displaying his final score. The one of these qualities that most distinguishes video games from other forms of media is their interactivity. According to Lombardi (2013, p. 54), video games, unlike movies vary based on the inputs sent by the player rather than adhering to a rigid and unchangeable pattern. Although the term "interactivity" first appeared in the technological sphere in the 1970s, there was a different understanding of this phenomenon at the time. According to Cosenza (2009, p. 33), whereas at the time interactivity highlighted the user's role in the information exchange between the system and the user, today when we talk about interactivity, we think instead of the fact that the system reacts, to react in real-time to user inputs. He specifically claims that there is a high level of interactivity between a human and a machine because it is very similar to a human and human exchange. The player in a video game feels like the main character.

### 1.1.3 The Structure of Video Games

The so-called "MDA Framework," which Hunicke, LeBlanc, and Zubek created between 2001 and 2004, divides the structure of video games into three different dimensions:

#### 1.1.3.1 Mechanics.

They are the fundamental game laws and codes. EgenfeldtNielsen (2008, p. 51) defines mechanics as the enormous amount of data used to build the game's world. Similar to this, Rogers (2010, p. 69) thinks that a video game's mechanics are objects that the player interacts with to create gameplay. They can be pushed around, jumped on, or activated by pressing a button.

#### 1.1.3.2 Dynamics.

It is "How it feels to play a game," (EgenfeldtNielsen, 2008)

### **1.1.3.3 Aesthetics.**

It includes all of the pleasant feelings a player experiences while playing. The elements that draw us to games are listed by Hunicke, LeBlanc, and Zubek (2004) as sensation, fantasy, narrative, challenge, community, discovery, expression, and submission. (p. 2). The final dimension, aesthetics, is one of the most complicated because "By "aesthetics," we mean all aspects of video games that the player experiences, whether directly (like audio and graphics) or indirectly (like rules)."(Genfeldt-Nielsen, 2008, p. 97).Notably, the following components of video games' aesthetic are:

#### **1.1.3.3.1. Rules**

What you can and cannot do, as well as what actions or events raise or lower the player's score, are determined by these clearly stated restrictions.(Genfeldt-Nielsen, 2008, p. 97). The distinctive feature of video games that sets them apart from other forms of media like movies is their set of rules. Assuming Jesper Juuls' ideas, Ang (2006) claims that a video game is an activity with formally defined rules and an assessment of the players' performance. The rules of the game make for an intricate and thrilling game. (p. 307).

#### **1.1.3.3.2. Geography and Representation**

Video game geography allows some actions but "physically" blocks others (you typically could indeed pass through walls). (Egenfeldt-Nielsen, 2008, p. 97).

#### **1.1.3.3.3. The number of players**

There is undoubtedly a distinction between single-player and multiplayer games. Designers of the latter type must make sure that there are level playing fields and effective communication features while those of the former type must have computer-controlled opponents react amusingly to the player's actions. (Genfeldt-Nielsen, 2008, p. 97)

## **1.1.4 Categories of Video Games**

The identification of an appropriate classification has generated concerns, just as the determination of the narrative nature of video games has been a topic of discussion and debate. Theorist Wolf has classified the various video game genres solely according to their

level of interactivity. He views it as an integral component of every game's design and a better method for analyzing and categorizing the various video game genres.(Egenfeldt-Nielsen et al, 2008).

Lombardi then adopts Crawford's idea that a good taxonomy of video games must first pay attention to the underlying mechanics, differentiating types and genres based on the qualities of the game design, arguing that taking just one variable into account to establish a classification is not sufficient. Today, different video game models are still debatable because they differ in terms of the target market, technological setup, and gameplay (Lombardi, 2013, p. 98).

First, arcade games and simulation games should be separated into two major categories. In simulation games, realism is the key component. Arcade video games adhere to the operating modes originally created for cabinets intended for rapid, immediate use and with short-term game objectives. Additionally, there is typically a significant narrative element (Lombardi, 2013, 20 p. 98).

Action is the primary genre that defines arcade video games, and it includes the following subgenres:

#### **1.1.4.1. Beat them up.**

The player assumes the role of a warrior who must defeat his adversaries in solo or team battles. To stay alive until reaching the final level or in the progression of difficulty, the user must demonstrate his playing prowess by pressing a combination of keys and making certain motions (Lombardi, 2013, p. 99).

#### **1.1.4.2. Shooter.**

The fights are similar to those in fighting games in terms of dynamics, but they involve shooting or, more often than not, the use of ranged weapons.

#### **1.1.4.3. Platform.**

They are video games in which the user must traverse levels made up of platforms that are frequently arranged on multiple gameplanes, horizontally and vertically, with the help of

obstacles or opponents (Lombardi, 2013, p. 99). Rogers (2010) adds that "shooting and fighting may also be involved" in this genre. (p. 9).

The adventure genre is what distinguishes simulation video games. These games started out as text adventures, which are narratives that ask the player to enter text (Lombardi, 2013, p. 100). Adventure games now put an emphasis on solving puzzles, gathering items, and managing inventories. (Rogers, 2010, p. 10) and possess an engaging narrative structure. This genus' subsets include the following:

#### **1.1.4.4 Point of View.**

According to Rogers, it is a "subgenre where players click with a mouse or cursor to find clues and move around." Rogers (2010), p. 10, says. They have a predetermined plot and resolution.

#### **1.1.4.5. Role-playing game (RPG).**

The objective of the game, according to Lombardi (2013), is for the player to control one or more heroes to "fulfill the missions entrusted to them and earn an illusory reputation and ever greater power in the game."

#### **1.1.4.6. MMORPG.**

Online role-playing games "that can support hundreds of players concurrently in one environment." Player vs. player gameplay, repetitive gameplay, or "grinding," and group battles, or "raids," are all features of MMORPGs. Rogers (2010), p. 10, Rogers.

#### **1.1.4.7. Life simulators.**

As described by Lombardi (2013, p. 101), these games are typically "hybridized with the strategic genre, in which the player must manage existences of real digital alter-egos in human or animal form, conditioning their present and future choices and decreeing their luck or misfortune in life."

Strategy games are another genre that falls under the umbrella of simulation games and call for "good skills in planning and game management" (Lombardi, 2013,p. 102). Real-Time Strategy (RTS) is divided into three categories: Expansion, exploration, exploitation, and extermination are the "four X's," according to Rogers (2010, p. 11); turn-based strategy:

"the slower pace of these games allows players to think, providing more opportunity for a strategy to be employed."

### **1.1.5 Types of Vocabulary in Video Games**

According to Musa (2015), there are two categories of vocabulary that players may pick up general meaning or situated meaning words.

General Meaning is made up of the vocabulary that serves purposes separate from the gameplay. This indicates that although a player does not need to be familiar with them in order to play, they are used in other contexts. (p. 448) All the words used in a game that players are expected to comprehend in order to win it belong to the group of Situated Meaning words.

### **1.1.6 The Advantages and Disadvantages of Video Games**

Video games offer the player an immersive and engaging experience, during which the subject uses all of his skills and resources to be successful in the game and to enjoy it to the fullest, since interactivity is their defining characteristic. Video games can have a positive impact on a player's cognitive abilities (particularly attention and memory), social and emotional aspects, and physical and mental health, according to numerous studies and research. These advantageous effects were discovered, particularly after playing action video games.

Unwanted effects, some of them even permanent and very serious, can result from playing video games carelessly and for too long. On a psychological, social, physical, and cognitive level, these harmful effects are noted. Numerous studies have demonstrated how playing violent video games, such as shooters, can make a player more aggressive and significantly desensitize them to violence in general. On a cognitive level, excessive video game use has been linked to gamers' attention problems. Physically speaking, issues with the hands' joints and vision have been more serious issues. Video games addiction can develop from excessive use and is frequently compared to gambling addiction, leading to its pathological recognition (Peracchia et al., 2018, pp. 311–313).



### 1.1.7 Video Games and L2 Acquisition

Gee (2007) explains how certain game genres might be better suited for L2 acquisition than others because various video games might present various opportunities. According to Karagiorgas & Niemann (2016), "MMORPGs offer the potential for unique learning opportunities because they are rich in linguistic text and because communication with other players is central to gameplay experience," MMORPGs are one of these genres that Gee mentions as possibly being better suited for L2 acquisition (Gee, 2007, p. 29). In order to participate in all the different activities that the game offers in the well-known MMORPG World of Warcraft (Blizzard Entertainment, 2004), communication is essential because many of these activities require the player to find a group of other players to join them. As players must interact and communicate with one another, MMORPGs also cover output.

Since people can make mistakes when communicating in English to friends online that they would be judged on in school, playing online video games could increase people's willingness to communicate in English at school and in real life by allowing them to practice first (Wattana, 2013, p. 243). Since the formal English students learn in school is frequently not the language used by English speakers, playing video games gives students a safe space to practice their language skills without worrying about making mistakes. This exposes them to authentic language use (Horowitz, 2019, pp. 385–388). Games like MMORPGs and other online games frequently have a wealth of L2 content and offer players multiple opportunities to interact with other players in addition to exposure to the L2 language within the game itself. As a result, those who play the game may further advance and improve their knowledge of English vocabulary (Sylvén & Sundqvist, 2012, p. 120). This information is pertinent to this study because it addresses the question of whether speaking to other players while playing affects one's vocabulary knowledge of English.

Gee (2007) wrote 36 principles that relate to how video games in general could be a useful tool in L2 acquisition, though not all of them will be listed here because the majority of them are not pertinent to the topic of this study's investigation. Gee (2007) found that not only

online video games are helpful when it comes to L2 acquisition. However, as Gee explains, the relevant ones are the:

#### **1.1.7.1 Situated Meaning Principle.**

Words, actions, objects, artifacts, symbols, text, etc., all have meanings that are rooted in embodied experience. Meanings are not abstract or removed from context.

#### **1.1.7.2 Intertextual Principle.**

After achieving embodied understandings of some texts, the learner understands texts as a family (or "genre") of related texts and comprehends any one of these texts in relation to others in the family. A large part of what aids the learner in making sense of such texts is understanding a group of texts as a family (genre) of texts (Gee, 2007, p. 209).

These two tenets speak of embodied experience, which is something they both share. As a result, this experience could be regarded as literacy and linguistic knowledge acquired from playing video games, and by seeing it used in-game (in context), one is also ready for later situations in which they might need to use that word (Gee, 2007, pp. 23–24). One is more likely to have learned linguistic and literary skills from playing video games if they have more experience doing so.

In short, the acquisition of vocabulary is one of the challenging aspects of learning the target language for English language learners. Since many years ago, using video games to teach vocabulary has become very common. The following account is particular to presenting a general background about EFL vocabulary learning.

## **Section Two: An Overview of EFL Vocabulary Learning**

This section presents a detailed overview about EFL vocabulary learning, including its different definition, its relation to the expanding circle theory, the difference between ESL and EFL, in addition to EFL teaching and types of EFL learners , along with learning vocabulary strategies .

### **1.2.1. Defining Vocabulary**

Hatch and Brown (1995 as cited in Tintarij) define vocabulary as a list of words for a particular language or a list or a set of words that individual speakers of language might use. Vocabulary learning is an essential task for EFL learners because meaning cannot be conveyed and communication cannot take place without words. Generally, EFL learners have big problems with mastering vocabulary since they rarely read and consult dictionaries and they tend to employ words randomly while writing. Their problems with vocabulary are related to many aspects of the English language such as: prepositions, phrasal verbs, synonyms, idioms, collocations, denotations and connotations...etc.

### **1.2.2. EFL and the Expanding Circle Theory**

Richard Nordaquist (2020) presented the expanding circle theory. In accordance with this theory, there are three concentric circles of world English that can be used to map the spread of English and classify the locations where it is studied and spoken. The expanding, outer, and inner circles are these concentric circles. The inner circle includes native English speakers, the outer circle includes English-speaking nations that have historically used English as a second language or lingua franca, and the expanding circle includes nations where English is spoken but not widely used. According to Richard Nordaquist (2020), the various levels of world English are represented by the circles. This theory states that English is a first language in the smaller circle (ENL), a second language in the larger circle (ESL), and a foreign language in the larger circle (EFL). More nations are included in the circles as English gains popularity around the world.

### **1.2.3. Differences between ESL and EFL**

Although ESL and EFL are different in the context of World English and the Expanding Circle, they are frequently regarded as being equivalent in other contexts. It can be challenging to categorize a nation or area as ESL- or EFL-speaking, as Charles Barber briefly explains in the excerpt that follows.

The line between a second language and a foreign language is not always clear; for example, Indonesia may not properly be classified as a foreign language. Additionally, there is a lot of variation in the functions performed by second languages, including those in education, the fields of discourse employed, and the conferring of authority or prestige. Following India's independence, regional languages other than English were used as the primary language of instruction in schools, and as a result, the universities, which were formerly all English-medium institutions, have gradually become more Indianized (Barber 2000).

#### **1.2.4. ESL and EFL Teaching**

What are the differences between teaching English as a foreign language and as a second language? English is learned as a second language in settings where it is already commonly spoken; as a foreign language, it is learned in settings where it is not. ESL and EFL instructional approaches differ significantly, according to Lee Gunderson et al (2009). ESL is based on the premise that English is the language of the community and the school and those students have access to English models.

EFL is typically learned in settings where English is not the community's or the school's primary language. Finding resources for and offering English models to students is a difficult task for EFL teachers. As the number of ESL students has increased in schools across North America, more classrooms and schools have become more like EFL than ESL environments, (Gunderson et al. 2009).

#### **1.2.5 EFL Learning Strategies**

According to Rubin (1987, p. 23) language learning strategies are "strategies that contribute to the development of the language system which the learner constructs and affect learning directly" in the field of learning strategy research. Learning strategies, according to O'Malley and Chamot (1990), are "the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information" (p. 1).

In the context of English as a Foreign Language (EFL), proficiency in learning a foreign language should be measured not only by how well students perform on written tests, but also by how well they are able to communicate ideas orally in the target language. In addition to increasing exposure to the target language as a language input for language learning, employing effective learning strategies has emerged as a key factor in influencing students' success in learning English.

### **1.2.6. Methods for Learning/ Teaching EFL Vocabulary**

Vocabulary instruction is an essential component of any English language course. How to teach vocabulary is a concern for many teachers. It's important to introduce new words in a way that will grab students' attention and help them remember them. To advance in their language learning, students must be aware of strategies for memorizing large amounts of new vocabulary. Learning English vocabulary is frequently viewed as a tedious process of memorization of lists of unrelated terms. There are, however, a variety of other, much more effective and engaging ways to teach and learn vocabulary in an EFL setting.

### **1.2.7 Teaching Vocabulary to EFL Students**

The words are likely to be forgotten if English vocabulary is taught in an uninteresting way, such as by drilling, repetitive practice, and learning lists. To ensure that vocabulary is retained in the students' long-term memory, teachers must teach vocabulary in a memorable way.

### **1.2.7.1 Learning active and passive vocabulary.**

It's crucial to keep in mind that learners need to have both active and passive vocabulary knowledge when considering how to teach vocabulary. In other words, students' vocabulary should be made up of English words that they will be expected to use on their own in original sentences as well as words that they only need to recognize when they are spoken or written by others. The issue of understanding another speaker requires the listener to have passive vocabulary, that is, enough familiarity with words used by others to comprehend their meaning. Teaching passive vocabulary is crucial for comprehension. This is also referred to as receptive English knowledge. An advanced student's ability to express themselves creatively depends on their ability to learn active vocabulary. This is due to the fact that students need active vocabulary in order to construct their own sentences. The words in an active vocabulary are those that a student can decipher and manipulate for use in their own creative expression. This is referred to as English proficiency that is useful.

### **1.2.8. Main Requirements for the Best Methodology for EFL Vocabulary Learning**

The task of learning vocabulary has become increasingly important, especially in ESL/EFL settings, since the early 2000s, when the significance of lexical knowledge in language learning became more widely recognized (Decarrico, 2001). The size, frequency, learning strategies, and integration of vocabulary learning with other skills like reading and video games are just a few of the vocabulary-related topics that have been the subject of numerous studies and have a significant impact on vocabulary learning. In other words, various strategies for encouraging students to effectively increase their vocabulary knowledge have been continuously researched over the years.

For instance, it has been recommended that vocabulary learners understand a word's referential or denotative meaning in addition to its connotative meaning from authentic sources in the target language (Hedge, 2000). Meaningful vocabulary learning requires exposure to both word meanings and associations through exposure to a variety of texts. Decarrico (2001) also argued that understanding a word's meaning, parts of speech, word family, and other associations are not the only things that constitute "knowing a word." He

emphasized the importance of contextual learning, including the need to learn lexical terms and collocations that are associated with particular discourse functions.

Schouten-van Parreren (1989) also emphasized the significance of "contextualization," emphasizing that learning new words requires a depth of processing that includes determining a word's meaning from its context and word form, verifying it by consulting reference materials, and comparing its word form to those of other words that have already been learned. The bottom-up and top-down approaches, which are frequently mentioned in the learning of receptive skills like reading and listening comprehension (Field, 2004; Tsui & Fullilove, 1998), may now be applied to the learning of vocabulary. The strategies may improve a word's retention in a L2 learner by assisting with its automatic production and retrieval from memory through the use of a deep and meaningful vocabulary learning process (Hedge, 2000; Lewis, 2002; Moskovsky et al., 2015).

### **1.2.9. Learning Vocabulary through Video Games**

Video games were developed for the first computer systems in the early 1950s, but they weren't widely adopted until the first computers debuted in the 1970s and 1980s. As time passes, people started to place more value on video games; in fact, young people now spend more time playing them than they did in the past. According to Rideout, Foehr, and Roberts (2010), the amount of time kids and teenagers spend playing video games has significantly increased over the past ten years. Additionally, Prensky (2001a) states that college graduates who played video games and watched television for 20,000 hours over the course of their lives.

Video games seem to have a strong capacity for player engagement and addiction. Many people find them appealing because of features like their graphics, music, plot, gameplay, and characters. In fact, according to Chiong (2009), they are regarded as a relatively recent strategy for doing so. A wide range of genres and subjects have emerged in video games as a result of their increased complexity in terms of graphics, interaction, and narrative.

Researchers, teachers, and parents have recognized that videogames can be used to develop some important skills and insights, despite the fact that studies on the use of videogames in educational settings are still in their infancy (Kirriemuir & MacFarlane, 2004). According to Klein (2013), playing videogames is helpful for people who are learning a new language. However, these benefits may be arbitrary and not intended for casual gaming. Language learning is one of the educational uses. This research study aims to determine how effective video games are at helping people learn new vocabulary while keeping the aforementioned ideas in mind. This example might show that arguments against technological innovations frequently have flimsy logical foundations. Therefore, the purpose of this study is to show how video games can be a helpful tool for learning a second language. More specifically, we want to show how they can be used to learn vocabulary in English as a foreign language (EFL).

Nguyen (2002) stated that vocabulary is crucial when learning a foreign language. It is one of the factors that ties speaking, listening, reading, and writing together as a whole. For students to effectively communicate in a foreign language, they should amass an adequate number of words and should understand the proper usage of them.

Although students are aware of the value of vocabulary in language learning, most students learn vocabulary passively for a variety of reasons. They find it boring when the teacher explains a word's meaning or definition, pronunciation, spelling, or grammatical function. In this case, language learners in a vocabulary learning section have no choice but to listen to their teacher. Second, students only consider learning new words' definitions to be learning vocabulary.

They disregard all other word functions as a result. Third, new words are typically only introduced to students through their textbooks or by teachers during class lessons. For instance, students may come across numerous unfamiliar words in a text and ask the teacher to clarify their meanings and applications. Fourth, many students do not want to apply what they have learned in a risky manner. Students may recognize a word in written or spoken



form and believe that they "know the word," but they may not be able to pronounce it correctly or use it appropriately in various contexts (Nguyen, 2002).

Numerous academics have made the case that video games can be effective teaching tools, including Gee (2007), Prensky (2004), Shaffer (2006), Musa (2015), Howard, and Ting-Yu (2013). In actuality, whether players are conscious of it or not, they are constantly learning when they play (Prensky, 2004). Their theories have stimulated numerous studies to show that video games can serve as tools and activities in language learning, particularly in vocabulary acquisition.

Gee (2007) asserts that good video games can help with vocabulary acquisition in a foreign language by providing players with a number of fundamental tools to help them navigate the game's situations and problems. The vocabulary that players will employ while playing a video game is one of these tools. He likens this procedure to how teachers set the framework for their students' subsequent vocabulary and grammar practice in a foreign language classroom. In fact, he makes the case that written texts found in video games, including dialogue, hints, instructions, and descriptions, may help players develop autonomy.

Musa (2015) created a case study with games like Candy Crush and Minecraft and came to the conclusion that the players created new vocabulary groups while playing these games. If the words are presented to the player directly, vocabulary acquisition takes place. Additionally, Howard and Ting-Yu (2013) looked into how a group of college students could develop their vocabulary, reading, and listening skills by playing the adventure game Bone. According to this study, students picked up specific vocabulary after playing Bone. In a related study, Vahdat and Behbahani (2013) used the video game Runaway: A Road Adventure to help two groups of male and female learners expand their vocabulary. They came to the conclusion that there isn't a strong correlation between gender and vocabulary learning since both groups eventually picked up new words, though there were a few minor variations among the students. Additionally, Ranalli (2008) instructed students in the process while using The Sims, a computer simulation game. The study offered proof that,

with instruction, students' vocabulary development can be aided by playing video games. Galvis (2011) also used Grand Theft Auto: San Andreas and game-based instructions to teach an entire semester at a military school in Colombia. He came to the conclusion that students were more engaged and focused, and that playing video games allowed them to explore virtual worlds that mimicked real-world settings. Additionally, Rivas (2016) carried out comparable research with A1 and A2 level students who added Minecraft to their extracurricular activities. She discovered that her students' lexicon and grammar improved as a result of playing this game and engaging in activities that were related to it, such as role-playing, oral activities, dialogues, and discussions. She claims that her students performed better in the activities and had a better attitude toward the lessons.

The methodologies presented by Ranalli (2008) are significant when working on vocabulary because they suggest guidance prior to, during, and after playing the game. The teacher can easily keep an eye on the student during the activity and encourage the game's feedback, which suggests an educational purpose.

Age of Empires II and Scribblenauts, two video games that were purchased through Steam, were used. The participants were required to play Scribblenauts, a 2012 puzzle-action game created by 5th Cell and published by Warner Bros., from week one to week two. Users assume the role of Maxwell, a young boy who wants to break a spell on his sister, in the game. In order to solve various puzzles and amass the straits he needs to save his sister, the user must type words and use adjectives. There are many different nouns and adjectives in this game. It also has a lot of straightforward vocabulary.

As previously mentioned, Age of Empires II, a real-time strategy game, was the second one used. Players command troops in this game, which requires them to complete missions throughout the campaign. The main characters are also historical figures, including Barbarossa, Genghis Khan, Saladin, William Wallace, and Joan of Arc. This video game was used to study the specific vocabulary of war. Due to their ability to engage players and their use of vocabulary, these two games were chosen. Additionally, they employ a sizable amount of reference vocabulary throughout the various campaigns.

To sum up, videogames became one of the best strategies that help both EFL teachers and students to enhance their vocabulary learning. The widespread of the different types of videogames help in an indirect way to learn languages of vocabulary. There are many methods suggested by experts to use videogames as a tool to learn languages vocabulary.

## Conclusion

Video games, regardless of their genre, have the potential to be beneficial to language learning. Computer gaming, for instance, improves students' cognitive abilities (Gnambs & Appel, 2016). Additionally, some studies demonstrate the advantages of using educational video games for language learning on students. According to several studies (AlShaiji, 2015; Ashraf et al., 2014; Smith et al., 2013; Yip & Kwan, 2006), vocabulary learning is higher in students who play games than in those who are subjected to traditional teaching methods, such as instructing students to learn through memorization and recitation techniques. Additionally, compared to conventional teaching methods, these games have higher vocabulary retention rates (Aghlara & Tamjid, 2011; Franciosi et al., 2016; Smith et al., 2013). In his study spanning 26 countries, Borgonovi (2016) discovered that computer games had a positive impact on reading abilities. According to Cornillie et al. (2012), computer games that give students feedback keep them highly motivated, making the use of these games in language teaching quite promising. In their review of the literature on the use of educational games in language learning, Hung et al. (2018). From the most frequently reported to the least, they identified six potential categories of language learning: psychological/emotional states, language acquisition, participatory behaviors, correlational results, knowledge acquisition, and contemporary competencies.

## **CHAPTER TWO**

# **The Methodological Framework, Data analysis, and Discussion**

## **Chapter Two: The Methodological Framework, Data analysis, and Discussion**

### **Introduction**

This chapter is devoted to presenting the practical part of the study. It introduces a detailed explanation of the effect of videogames on pupils learning vocabulary at Sid Rohou Middle School, the case of third year pupils. It investigates the exact way that video games play in enhancing EFL vocabulary learning. The chapter includes three sections; the first one begins with the research methodology under which the study design, the sample, the setting, and the research instruments are explained. In addition to the procedures followed during the data collection and analysis. The second section presents the analysis of gathered data and the last section presents the discussion of the findings in light of the research questions and hypotheses. This chapter ends with a summary of the research results in addition to the limitations of the study, the implications, and recommendations for further research.

#### **Section One: Research Methodology**

The following is an account of the methodological frame that underlies the study.

##### **2.1.1 Study Design**

This study follows a descriptive research design with quantitative method of data analysis. The descriptive design is constructed to describe the distribution of one or more variables. Accordingly, this research is designed to systematically describe the effect of videogames on enhancing EFL learning vocabulary through following the patterns that are previously indicated in the literature.

##### **2.1.2 Sample and Setting**

The sample of this research is third year MS Pupils at Sid Rohou Middle School which consists of three groups in the academic year 2022/2023. This particular portion of third year MS pupils were chosen purposefully for the following reasons : First , first year MS pupils are not familiar enough with the subject of research, thus they were reluctant to getting involved.

In addition, third year MS pupils are more aware about the importance of filling in questionnaires fully and honestly .Besides, the target population was chosen because they have some background knowledge about English. The study was intended to cover the whole 130 pupils; however, the sample of the study included only 40 participants (25 females and 15 males).

### **2.1.3 Research Instruments**

This study is based on one data collection tool that is explained below in details.

#### **2.1.3.1 The Questionnaire.**

Questionnaires are defined by the Online Oxford Dictionary (1984) as a set of printed or written questions with a choice of answers which are used either in surveys or in statistical studies. According to O'Leary (2017), a questionnaire involves asking individuals about their attitudes, characteristics, and opinions. Questionnaires are notoriously tough to get properly and frequently do not proceed as anticipated; he suggested the following strengths for this research tool. First, administering a questionnaire allows the researchers to generate data which is specific to their own research and provides insights that might otherwise be unavailable. Second, O'Leary (2014) implies that this type of research tools may help researchers obtain a great number of responses, maintaining confidentiality, anonymity, and representing greater proportion of the population.

The aim of the questionnaire is to investigate the relationship between playing video games and enhancing vocabulary learning. The pupils' questionnaire contains two sections; the first section was devoted to pupils' general information. The second section was designed to know how exactly the frequency of playing video games can affect the players' vocabulary learning.

#### **2.1.4 Data Collection Procedures**

The data collection process was guided by the list of procedures from the English department of Kasdi Merbah University that helped effectively in the success of the administration of both the questionnaire.

When the pupils' questionnaire was first designed, the draft was piloted with 10 participants from the whole population. Then, we distributed the copies to 40 pupils selected randomly from the three classes. The respondents were asked to answer the questionnaire immediately in their classrooms by providing them with individual written copies and other translated copies to facilitate the comprehension of the questions. They were given more than enough time of round 20 minutes to answer carefully the questions. The distribution of the questionnaire took time in my presence where I exposed the aim of my questionnaire and raised their awareness about how important it is to honestly and carefully fill them in. The gathering data was codified using the pupils' names and their personnel information .

## **Section Two: Data Analysis**

### **2.2.1 Data analysis Procedures**

All the questions of the questionnaire are analyzed in terms of frequencies and percentages, which are presented in tables; they are calculated through Statistical Package of Social Sciences (SPSS) 25.0. Besides, the result of each of samples will be shown separately, and then they will be discussed again as an attempt of comparing results. Furthermore, the researcher in the discussion, is going to answer the questions of this study through comparing answers to the research question, also to test the validity of the hypothesis, about the effect of videogames on EFL pupils' vocabulary learning.

### **2.2.2 The Analysis of Pupils' Questionnaire**

The responses gathered from the pupils' questionnaires are presented below. The analysis of both sections led to the identification of the participants' general information and the exact effect of video games on vocabulary learning. The data of this research instrument is analyzed quantitatively; the results are presented in what follows.

#### **2.2.2.1. The Analysis of Section One: General Information**

**Question 1:** What is your age in years?



| Option       | Frequency | Percentage |
|--------------|-----------|------------|
| 13 Years old | 27        | 67.5%      |
| 14 Years old | 13        | 32.5 %     |

**Table 01: The Respondents' Age**

This question aims at testing whether the students' age relates to their use of video games. Based on Table 1, (n = 27,67.5%) pupils are 13 years old which is the youngest age group and the majority group in the whole sample. The rest of the respondents (n = 13, 32.5%) are aged 14 years old.

**Question 2:** What is your gender?

| Option   | Frequency | Percentage |
|----------|-----------|------------|
| ♂ Male   | 15        | 37.5%      |
| ♀ Female | 25        | 62.5 %     |

**Table 02: The Respondents' Gender**

The second question is asked to investigate whether students' gender shapes their addiction to videogames. As it was mentioned earlier, the sample of the study consists of (n= 40, 15 males and 25 females).

**Question 3:** How long have you been studying at your middle school?

| Option      | Frequency | Percentage |
|-------------|-----------|------------|
| Three Years | 27        | 67.5%      |
| More        | 13        | 32.5%      |

**Table 03: The Respondents' Studies at their Middle School**

This question is raised to discover whether the respondents' studying at middle school relates to their video games playing. Table 3 shows that most of the respondents have studied for three years and (n=13, 32.5 %) have studied for more than three years.

**Question 4:** How do you consider your level in English?

| <b>Option</b> | <b>Frequency</b> | <b>Percentage</b> |
|---------------|------------------|-------------------|
| Very Good     | <b>16</b>        | <b>40 %</b>       |
| Good          | <b>22</b>        | <b>55%</b>        |
| Average       | <b>1</b>         | <b>2.5 %</b>      |
| Poor          | <b>1</b>         | <b>2.5 %</b>      |

**Table 04: The Respondents' Level in English**

This question seeks to identify the pupils' level in English language. As shown in Table 4, (n=22, 55%) of the participants consider themselves as having a good level in English, while (n=16, 40%) of them declare that their level is good.

#### 2.2.2.1. The Analysis of Section Two: The Use of Video Games

**Question 5:** Have you ever played video games?

| <b>Option</b>                              | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b>Never</b>                               | <b>2</b>         | <b>5 %</b>        |
| <b>Only in the Past</b>                    | <b>7</b>         | <b>17.5%</b>      |
| <b>Several Times</b>                       | <b>10</b>        | <b>25 %</b>       |
| <b>Started playing Recently</b>            | <b>1</b>         | <b>2.5%</b>       |
| <b>Started years ago and still playing</b> | <b>20</b>        | <b>50 %</b>       |

**Table 05: The Frequency of the Respondents' Video Games Playing**

As shown in Table 5, most of the respondents started years ago in playing video games and are still playing them. (n= 10, 25%) pupils play them several times

**Question 6:** How long ago did you start playing video games?

| <b>Option</b>             | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| <b>Less than 3 months</b> | <b>8</b>         | <b>20%</b>        |
| <b>3 months</b>           | <b>2</b>         | <b>5%</b>         |
| <b>One year</b>           | <b>7</b>         | <b>17.5%</b>      |
| <b>One to three years</b> | <b>4</b>         | <b>10%</b>        |
| <b>More than 3 years</b>  | <b>19</b>        | <b>47.5 %</b>     |

**Table 06: The Respondents' Video Games Playing Experience**

This question is asked to examine how long the participants have started playing. Table 6 shows that (47.5%) of the pupils have started for more than 3 years while only ( 5 %) have started before 3 recently.

**Question 7:**How much time do you spend in playing video games?

| <b>Option</b>             | <b>Frequency</b> | <b>Percentage</b> |
|---------------------------|------------------|-------------------|
| 1 hour per day            | <b>6</b>         | <b>15%</b>        |
| 1-3 hours per day         | <b>8</b>         | <b>20%</b>        |
| More than 3 hours per day | <b>12</b>        | <b>30%</b>        |
| few hours per week        | <b>3</b>         | <b>7.5 %</b>      |
| A few hours per month     | <b>0</b>         | <b>00%</b>        |

|  |    |       |
|--|----|-------|
| Not regularly (play from time to time) | 11 | 27.5% |
|--|----|-------|

**Table 07: The Frequency of the Time spent in Playing Videogames**

Based on Table 7, the majority of the respondents are spending more than 3 hours per day in playing videogames (n=12, 30%) others frequently do not play them regularly. three (7.5%) pupils play video games few hours per week .

**Question 8:** What is your preferred language of video games?

| Option                  | Frequency | Percentage |
|-------------------------|-----------|------------|
| Arabic                  | 9         | 22.5 %     |
| English                 | 16        | 40%        |
| Both Arabic and English | 14        | 35%        |
| Others                  | 1         | 2.5%       |

**Table 08: Languages used in Video Games**

The aim behind asking this question is to know how effective is the language of the videogames that pupils play on the English vocabulary they learn. Table 8 presents that most of them (n=14, 35%) play videogames in both Arabic and English and only (n=1, 2.5%) play them in other languages.

**Question 9:** Through which device do you play video games?

| Option   | Frequency | Percentage |
|----------|-----------|------------|
| Consoles | 6         | 15%        |
| PC       | 9         | 22.5%      |

|         |           |             |
|---------|-----------|-------------|
| Phones  | <b>24</b> | <b>60%</b>  |
| Tablets | <b>1</b>  | <b>2.5%</b> |

**Table 09: The Respondents' preferable devices while playing videogames**

Table 9 shows that among the 40 participants, (n=24 ,60%) of them are using phones when they play videogames, (n=6, 15%) use consoles , while the remaining pupils use their PC and tablets.

**Question 10:** What genre of video games do your prefer most? (You can tick more than one choice)

| <b>Option</b>      | <b>Frequency</b> | <b>Percentage</b> |
|--------------------|------------------|-------------------|
| <b>Action</b>      | <b>16</b>        | <b>40%</b>        |
| <b>Adventures</b>  | <b>1</b>         | <b>2.5%</b>       |
| <b>Sports</b>      | <b>12</b>        | <b>30%</b>        |
| <b>Mystery</b>     | <b>2</b>         | <b>5 %</b>        |
| <b>Horror</b>      | <b>4</b>         | <b>10%</b>        |
| <b>Strategy</b>    | <b>0</b>         | <b>00%</b>        |
| <b>Shooting</b>    | <b>5</b>         | <b>12.5%</b>      |
| <b>Simulation</b>  | <b>0</b>         | <b>00%</b>        |
| <b>Educational</b> | <b>0</b>         | <b>00%</b>        |
| <b>Others</b>      | <b>0</b>         | <b>00%</b>        |

**Table 10: The Respondents' Preferable genre of video games**

Table 10 shows that most of the respondents prefer action video games and the rest prefer sports, shooting, mystery and adventures.

**Question 11:** Have you played /play video games for?

| Option  | Frequency | Percentage |
|---|-----------|------------|
| Enjoyment   | 24        | 60%        |
| Improvement and practicing English in general       | 3         | 7.5%       |
| Both enjoyment and improvement/practice of English  | 9         | 22.5%      |
| Improvement and practice of specific English skills | 4         | 10%        |
| Acquiring new vocabulary                            | 0         | 00%        |
| Other reasons                                       | 0         | 00%        |

**Table 11: Motives of Playing Video Games**

This question aims to know the motives of the respondents' video games playing. The collected answers revealed that (60%) of the players are motivated by the enjoyment, (22.5%) of them declared that they play them for both enjoyment and improvement/practice of English. The pupils who are motivated by the improvement and practice of specific English skills are (10%). Additionally, (7.5%) of them play video games for the sake of improving and practicing English in general.

**Question 12:** When you play video games in English, do you try to learn and focus on?

| Option        | Frequency | Percentage |
|---------------|-----------|------------|
| Words form    | 7         | 17.5%      |
| Words meaning | 7         | 17.5%      |

|                          |           |            |
|--------------------------|-----------|------------|
| Both form and meaning    | <b>22</b> | <b>55%</b> |
| Neither form nor meaning | <b>4</b>  | <b>10%</b> |

**Table 12: The Exact Focus during Playing Video Games**

Table 12 shows that only four participants do not focus on words form and meaning when they play video games, while (55%) focus on both of them.

**Question 13:** Why are video games effective for learning and improving learners' English vocabulary?

| <b>Option</b>   | <b>Frequency</b> | <b>Percentage</b> |
|---|------------------|-------------------|
| To make learning vocabulary easier                                    | <b>8</b>         | <b>20%</b>        |
| To make learners learn vocabulary faster                              | <b>22</b>        | <b>55%</b>        |
| To provide a safe and comfortable environment for learning vocabulary | <b>3</b>         | <b>7.5%</b>       |
| To make learning vocabulary exciting                                  | <b>7</b>         | <b>17.5 %</b>     |
| Actually, they are not effective for English learning vocabulary      | <b>0</b>         | <b>00%</b>        |

**Table 13: The Benefits of Video Games**

As can be noticed from Table 13, (55%) of the respondents think that video games are effective in learning English vocabulary because they make learners adopt vocabulary faster. While (20%) asserted that video games are beneficial because they make learning vocabulary easier. (17.5%) of the whole sample believe that learning vocabulary exciting through video games.

**Question 14:** Do you usually play video games alone or with other players using the internet and attempt to communicate with them?

| Option                                   | Frequency | Percentage |
|--|-----------|------------|
| Alone                                    | 8         | 20%        |
| With players and do not talk with anyone | 7         | 17.5%      |
| With players and communicate with them   | 25        | 62.5%      |

**Table 14: Ways of Playing Video Games**

The scores shown in Table 14 confirm that only (n=7, 17.5%) participants play video games with players and do not talk with anyone. While (n=25, 62.5%) play with players and communicate with them.

**Question 15:** Do you think that your English vocabulary is enhanced after playing online video games?

| Option  | Frequency | Percentage |
|---------|-----------|------------|
| Yes     | 23        | 57.5%      |
| No      | 2         | 5%         |
| Somehow | 15        | 37.5%      |

**Table 15: The Respondents' Attitudes about Video Games**

Table 15 presents that (n=23, 57.5 %) pupils think that your English vocabulary is enhanced after playing online video games while, (n=15, 37.5%) others claim somehow and only (n=2, 5%) rejected the role of video games completely.

**Question 16:** What is the most common vocabulary you have learned from video games?

This question was intended to detect some examples of the exact vocabulary learned by the pupils who play video games. This open question led to gathering words and expressions like :Help me, chat , start, you win , winner , loser, kill, play, map, arms, go and don't worry, fight, come on here, move on , double kill, suicide, kill, game over ,.....

### **Section Three: Discussion of the Results**



Under this title, the results obtained from the questionnaire are discussed. The questionnaire results answer the research questions. The findings of this study either confirm or reject our research hypotheses.

### **2.3.1 Discussion of the Questionnaire**

The findings obtained from the questionnaire help in answering the research questions which are: Is there a relationship between playing video games and developing EFL learning? How do video games make EFL pupils to them learn English language vocabulary?

The obtained answers to these questions show that playing video games has a direct relationship with learning English vocabulary. Thus, the first research hypothesis is partially approved. Additionally, video games make pupils learn English vocabulary due to psychological motives of enjoyment that lead players to play and learn at the same time. Thus, the second research hypothesis is partially approved.

My investigation concludes that the results do not contradict with the scholars who tackled the same topic in the literature.

The results of this study indicate additionally that pupils' vocabulary learning is related to playing video games permanently. The current findings also show that the participants' way of playing video games differ from one to the other, especially the players who are keen on playing action and sports video games, they adopt a specific vocabulary such as, win, weapon.

In short, the assumptions of the relationship between video games and learning English vocabulary and their exact contribution are approved. Thus, the complete answer for the first research question is that video games affect pupils learning vocabulary through playing them frequently and in English language precisely.

### **2.3.3 Summary of the Results**

This research ends with a number of significant results which answer the research questions; they also approve most of the assumptions of my study. The findings of this study conclude that video games help effectively in adopting different new English verbs and nouns.

## GENERAL CONCLUSION

Video games are an important source for helping to learn new words in foreign languages. They are source of inspiration among young and adolescent generation .Video games provide a large number of creative techniques to easily learn the English vocabulary through unconscious way of learning. Players of video games are not always aware about their vocabulary learning .Instead they are entertaining and using new vocabulary which will be later part of their schema. Many of the newly learned words will not be forgotten due to the permanent use of these words during the playing of the concerned games.

This dissertation discusses video games as it is played among the community of pupils of Sid Rohou Middle School Ouargla. The dissertation includes two chapters. A theoretical chapter is devoted to reviewing the related literature to the central concepts of the study. Thus, it consists of two sections. The first section covers the study of the definition, history, types, features, and importance of video games. The second section includes the effective strategies that may support the learners' vocabulary learning.

The practical chapter presents the field work of this research. It gives an account about the descriptive study conducted by the researchers on 40 third year pupils of Sid Rohou Middle School. The participants have been randomly assigned, since the researchers selected them using a simple stratified random sampling strategy. The data collection tool is a questionnaire in English language together with another translated copy in Arabic language. The gathered data from the instrument is analyzed quantitatively.

The analysis of the data shows that video games play a significant role in EFL vocabulary learning.

### **Limitations of the Study**

This study faced a variety of obstacles that affected negatively the results and the validity of data; we mention most them in what follows:

1- There was lack of resources related to this topic, which made the step of writing the theoretical part time consuming.

2- The questionnaire was planned to be administered to all 3MS pupils. However, only 40 participants were found to fill in the papers. Consequently, this may affect the generalization of the results.

### **Implications of the Study**

Since the findings of this research give an important overview about the relationship between video games and vocabulary learning, the literature of this research succeeded to present an attempted relationship between both playing video games and developing new English words. This work may become a starting point to write more about video games played by the EFL pupils in Algeria.

### **Recommendations for Further Research**

The future propositions that stem from this research are the following:

1-This quantitative study can be re-conducted on a larger sample to get more reliable results and to have a high validity when generalizing them.

2-This research was conducted on vocabulary learning. Therefore, future researchers may continue in working on our topic through investigating the effect of video games on reading and writing ability.

3-I recommend changing my population of interest by another taking the same research variables and study design. This may give new interesting data different from the ones of Sid Rohou Middle School.

6- In order to have more accurate results, this study can be re-conducted through investigating both genders separately under a causal comparative method of research. This

will increase the validity and reliability and insures having more valid correlations between gender and video games.

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# APPENDECIES

## Appendix 1: Pupils' Questionnaire

This questionnaire is designed for the purpose of gathering information for a Master's degree dissertation that is entitled "Investigating the Effect of Playing Video Games on Developing EFL Vocabulary Learning" - The case study of 3<sup>rd</sup> year MS pupils at Sid Rohou Middle School-

Be assured that your answers will be used for this research only, also in anonymous manner.

**Guideline:** please, put a tick (√) in the corresponding oval to choose the option that describes your point of view the most for each question, and provide a full answer when required.

*Thank you in advance for your precious collaboration.*

### **Section 1: General Information**

1. What is your age in years?

.....Years old

2. What is your gender?

♂ Male

♀ Female

3. How long have you been studying at your middle school?

♦ Three Years

♦ More

4. How do you consider your level in English?

♦ Very Good

♦ Good

♦ Average

◆ Poor

**Section 2: The Use of Video Games**

**5.** Have you ever played video games?

- a) Never
- b) Only in the Past
- c) Several times
- d) Started Playing Recently
- e) started years ago and still playing

**6.** How long ago did you start playing video games?

- a-** Less than 3 months
- b-** 3 months
- c-** One year
- d-** One to three years
- e-** More than 3 years

**7.** How much time do you spend in playing video games?

- a- 1 hour per day
- b- 1-3 hours per day
- c- More than 3 hours per day
- d- A few hours per week
- e- A few hours per month
- f- Not regularly (play from time to time)

**8.** What is your preferred language of video games?

- a- Arabic
- b- English
- c- Both Arabic and English
- d- Others .....

**9.** Through which device do you play video games?

- a- Consoles
- b- PC
- c- Phones
- d- Tablets

**10.** What genre of video games do you prefer most? (You can tick more than one choice)

- a- Action
- b- Adventure
- c- Sports
- d- Mystery
- e- Horror
- f- Strategy
- g- Shooting
- h- Simulation
- i- Educational
- j- Others .....

**11.** Have you played /play video games for?

- a- Enjoyment
- b- Improvement and practicing English in general
- c- Both enjoyment and improvement/practice of English
- d- Improvement and practice of specific English skills
- e- Acquiring new vocabulary
- f- Other reasons .....

**12.** When you play video games in English, do you try to learn and focus on?

- a- Words form
- b- Words meaning
- c- Both form and meaning

**d-** Neither from nor meaning

**13.** Why are video games effective for learning and improving learners' English vocabulary?

**a-** make learning vocabulary easier

**b-** make learners learn vocabulary faster

**c-** provide a safe and comfortable environment for learning vocabulary

**d-** Make learning vocabulary exciting

**e-** Actually, they are not effective for English learning vocabulary

**14.** Do you usually play video games alone or with other players using the internet and attempt to communicate with them?

**a-** Alone

**b-** With players and do not talk with anyone

**c-** With players and communicate with them

**15.** Do you think that your English vocabulary is enhanced after playing online video games?

**a-** Yes

**b-** No

**c-** Somehow

**16.** What is the most common vocabulary you have learned from video games?

**Thank you again**

## Appendix 2: The Translated Pupils' Questionnaire

### استبيان خاص بالتلاميذ

تم تصميم هذا الاستبيان لغرض جمع المعلومات لأطروحة الماجستير بعنوان "التحقيق في تأثير لعب ألعاب الفيديو على تطوير تعلم مفردات اللغة الإنجليزية كلغة أجنبية" - دراسة حالة لتلاميذ السنة الثالثة متوسط متوسطة سيد رحو -  
تأكد من أن إجاباتك ستستخدم لهذا البحث فقط، وأيضًا بطريقة مجهولة.

إرشادات: من فضلك، ضع علامة صحيح في الشكل البيضاوي المقابل لاختيار الخيار الذي يصف وجهة نظرك بشكل أكبر لكل سؤال، وقدم إجابة كاملة عند الحاجة.

شكرًا لك مقدمًا على مساهمتكم لدعم بحثنا

### القسم 1: معلومات عامة

1. كم عمرك ؟

..... سنة

2. ما هو جنسك؟

♂ ذكر

♀ انثى

3. منذ متى وأنت تدرس في مدرستك الإكمالية؟

منذ ثلاث سنوات

منذ أكثر من 3 سنوات

4. كيف تقيم مستواك في اللغة الإنجليزية؟

جيد جدا

جيد

متوسط

ضعيف

### القسم 2: استخدام ألعاب الفيديو

5. هل سبق لك أن لعبت ألعاب الفيديو؟

(أ) أبدا

(ب) كنت ألعبها سابقا

- (ج) ألعبها دائما
- (د) بدأت اللعب مؤخرًا
- (هـ) بدأت منذ سنوات وما زالت ألعب

6. منذ متى بدأت ممارسة ألعاب الفيديو؟

- أ- أقل من ثلاثة أشهر
- ب- 3 أشهر
- ج- سنة واحدة
- د- من سنة الى ثلاث سنوات
- هـ- أكثر من 3 سنوات
7. ما هو الوقت الذي تقضيه في ممارسة ألعاب الفيديو؟

- أ- ساعة واحدة في اليوم
- ب- 1-3 ساعات في اليوم
- ج- أكثر من 3 ساعات في اليوم
- د- بضع ساعات في الأسبوع
- هـ- بضع ساعات في الشهر
- و- ليس بانتظام (ألعب من وقت لآخر)
8. ما هي لغتك المفضلة في ألعاب الفيديو؟

- أ- اللغة العربية
- ب- اللغة الإنجليزية
- ج- اللغتين العربية والإنجليزية
- د- لغات أخرى .....

9. من أي جهاز تلعب ألعاب الفيديو؟

- أ- لوحات المفاتيح
- ب- الكمبيوتر الشخصي
- ج- الهواتف
- د- أقراص
- هـ- المتصفحات

10. ما هو نوع ألعاب الفيديو الذي تفضله أكثر؟ (يمكنك تحديد أكثر من اختيار)

- أ- العمل
- ب- المغامرة
- ج- الرياضة
- د- الغموض
- هـ- الرعب
- و- الإستراتيجية
- ز- الرماية
- ح- المحاكاة
- ط- التعليمية
- ي- أخرى .....

11. ما الهدف من وراء لعبك لألعاب الفيديو؟

- أ- المتعة
- ب- تحسين وممارسة اللغة الإنجليزية بشكل عام
- ج- المتعة وتحسين ممارسة اللغة الإنجليزية
- د- تحسين وممارسة مهارات محددة في اللغة الإنجليزية
- هـ- إكتساب مفردات جديدة
- و- أسباب أخرى .....

12. عندما تلعب ألعاب الفيديو باللغة الإنجليزية ، هل تحاول التعلم والتركيز على؟

- أ- شكل الكلمات
- ب- معنى الكلمات
- ج- الشكل والمعنى
- د- لا شكل ولا معنى
13. لماذا ترى ألعاب الفيديو فعالة في تعلم وتحسين مفردات اللغة الإنجليزية للمتعلمين؟

- أ- تجعلهم يتعلمون مفردات جديدة بشكل أسهل
- ب- تجعلهم يتعلمون المفردات بشكل أسرع
- ج- توفر لهم بيئة آمنة ومريحة لتعلم المفردات
- هـ- في الواقع ، هم غير فعالين في تعلم مفردات اللغة الإنجليزية

14. هل تلعب عادة ألعاب الفيديو بمفردك أو مع لاعبين آخرين باستخدام الإنترنت وتحاول التواصل معهم؟

أ- وحدي

ب- مع اللاعبين ولا أتحدث مع أحد

ج- مع اللاعبين وأتواصل معهم

15. هل تعتقد أن مفردات اللغة الإنجليزية لديك تتحسن بعد لعب ألعاب الفيديو عبر الإنترنت؟

أ- نعم

ب- لا

ج- نوعاً ما

16. ما هي أكثر الكلمات شيوعاً التي تعلمتها من ألعاب الفيديو باللغة الإنجليزية؟

.....

.....

.....

.....

.....

**شكراً على مساهمتكم مجدداً**



## Résumé

Cette thèse examine comment les jeux vidéo affectent l'apprentissage du vocabulaire des élèves de troisième année au collège Sid Rohou. Il cherche à déterminer s'il existe un lien entre jouer à des jeux vidéo et apprendre du vocabulaire ainsi que les manières précises dont ils le font. Cette étude reposait sur trois hypothèses. Premièrement, il existe une corrélation directe entre l'apprentissage du vocabulaire et la pratique de jeux vidéo pour les élèves de troisième année. Deuxièmement, jouer à des jeux vidéo influence indirectement ceux qui en sont dépendants en leur faisant adopter un nouveau lexique et une nouvelle syntaxe anglaise. Troisièmement, les jeux vidéo ont un impact sur les apprenants qui y jouent délibérément pour apprendre l'anglais en leur apprenant à communiquer avec des personnes inconnues.

**Mots-clés** : EFL, Vocabulaire, enrichissement, jeux vidéo

## ملخص البحث

تدرس هذه الرسالة كيفية تأثير ألعاب الفيديو على تعلم مفردات تلاميذ السنة الثالثة في متوسطة سيد رحو , حيث تسعى إلى تحديد ما إذا كانت هناك صلة بين لعب ألعاب الفيديو وتعلم المفردات بالإضافة إلى الطرق الدقيقة التي يتم بها ذلك. استندت هذه الدراسة إلى ثلاثة افتراضيات . أولاً ، هناك علاقة مباشرة بين تعلم المفردات ولعب ألعاب الفيديو لتلاميذ السنة الثالثة ، وثانيًا ، إن لعب ألعاب الفيديو يؤثر على المدمنين عليها بشكل غير مباشر من خلال جعلهم يتبنون معجم إنجليزي جديد . ثالثًا ، تؤثر ألعاب الفيديو على المتعلمين الذين يلعبونها عمدًا لتعلم اللغة الإنجليزية من خلال تعليمهم كيفية التواصل مع أشخاص غير مألوفين.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية ، المفردات ، التحسين ، ألعاب الفيديو