REFERENCES

Abdalla, H., & Moussa, A. (2024). Culturally Responsive Teaching: Navigating Models and Implementing Effective Strategies. *Acta Pedagogia Asiana*, *3*(2), 91–100. https://doi.org/10.53623/apga.v3i2.432

Adriyanti, K. Y., Santosa, M. H., & Suprianti, G. A. P. (2022). *Developing Android-Based English Folktales Learning Materials to Develop Communication Skills of Primary School Students*. *5*, 294–307.

Afzal, N. (2019). A study on vocabulary-learning problems encountered by BA English majors at the university level of education. *Arab World English Journal (AWEJ) Volume*, *10*.

Agostino, I. L. (2024a). *Exploring Self-Efficacy : Key Influences Shaping First Year Students ' Self Belief During Their First Semester Abroad*. *December*.

Agostino, I. L. (2024b). *Exploring Self-Efficacy: Key Influences Shaping First Year Students' Self Belief During Their First Semester Abroad*.

Agricola, B. T., Prins, F. J., & Sluijsmans, D. M. A. (2020). Impact of feedback request forms and verbal feedback on higher education students' feedback perception, self-efficacy, and motivation. *Assessment in Education: Principles, Policy & Practice*, *27*(1), 6–25.

Aguayo, D., Herman, K. C., Debnam, K. J., McCree, N., Smith, L. H., & Reinke, W. M. (2024). Centering students' voices in the exploration of in-classroom culturally responsive practices. *Journal of School Psychology*, *105*, 101317.

Aitchison, J. (2012). *Words in the mind: An introduction to the mental lexicon*. John Wiley & Sons.

Albirini, A. (2006). Cultural perceptions : The missing element in the implementation of ICT in developing countries Abdulkafi Albirini University of Illinois at Urbana-Champaign , USA. *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, *2*(1), 49–65.

Aldeeb, F. H., Sallabi, O. M., Elaish, M. M., & Hwang, G.-J. (2024). Enhancing students' learning achievements, self-efficacy, and motivation using mobile augmented reality. *Journal of Computer Assisted Learning*, *40*(4), 1823–1837. https://doi.org/https://doi.org/10.1111/jcal.12989

Alyaz, Y., & Genc, Z. S. (2016). Digital game-based language learning in foreign language teacher education. *Turkish Online Journal of Distance Education*, *17*(4).

An, Z., Wang, C., Li, S., Gan, Z., & Li, H. (2021). Technology-assisted self-regulated English language learning: Associations with English language self-efficacy, English enjoyment, and learning outcomes. *Frontiers in Psychology*, *11*, 558466.

Anastasiadis, T., Lampropoulos, G., & Siakas, K. (2018). Digital Game-based Learning and Serious Games in Education. *International Journal of Advances in Scientific Research and Engineering*, *4*(12), 139–144. https://doi.org/10.31695/ijasre.2018.33016

Anjorin, O., Bakeroot, V. L., Zanting, A., Krumeich, A., & Busari, J. O. (2023). Exploring the Effect of Discrimination on Ethnic Minority Medical Students'

Mental Well-Being in the Netherlands. *Trends in Higher Education*, *2*(4), 570–584. https://doi.org/10.3390/higheredu2040034

Arunachalam, V., & Munisamy, R. (2022). *Teaching English Online: New Roles And Strategies*. OrangeBooks Publication.

Azis, I. S., Maharani, S. D., & Indralin, V. I. (2024). Implementation of differentiated learning with a Culturally Responsive Teaching approach to increase students' interest in learning. *Jurnal Elementaria Edukasia*, *7*(2), 2750–2758.

Babakhani, A., & Tabatabaee-yazdi, M. (2023). *The Power of Gamification on Iranian EFL Learners ' Self -Efficacy*. *5*(1), 1118–1129.

Babazade, Y. (2024). The Impact of Digital Tools on Vocabulary Development in Second Language Learning. *Journal of Azerbaijan Language and Education Studies*, *1*(1), 35–41. https://doi.org/https://doi.org/10.69760/jales.2024.00103 The

Baltes, B., Hernandez, D., & Collins, C. (2015). Increasing Cultural Awareness Through a Cultural Awareness Program. *Journal of Educational Research and Practice*, *5*(1), 1–20. https://doi.org/10.5590/jerap.2015.05.1.01

Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Prentice-Hall. https://books.google.co.id/books?id=HJhqAAAAMAAJ

Bandura, A. (1997). Albert Bandura Self-Efficacy: The Exercise of Control. In *W.H Freeman and Company New York* (Vol. 43, Issue 9, pp. 1–602).

Bandura, A. (2006). Sel-Efficacy: Toward a Unifying Theory of Behavioral Change. In *Self-efficacy beliefs of adolescents* (Vol. 84, Issue 2, pp. 307–337).

Banks, J. A. (2006). Race, culture, and education: The selected works of James A. Banks. In *Race, Culture, and Education: The Selected Works of James A. Banks*. Routledge. https://doi.org/10.4324/9780203088586

Baran-Łucarz, M. (2014). The link between pronunciation anxiety and willingness to communicate in the foreign-language classroom: The Polish EFL context. *Canadian Modern Language Review*, *70*(4), 445–473.

Baron, R. A., & Byrne, D. E. (2003). *Social Psychology*. Allyn and Bacon. https://books.google.co.id/books?id=kN5PPwAACAAJ

Basnet, M. (2024). Cultural diversity and curriculum. *Panauti Journal*, *2*, 1–9.

Bassey, M. O. (2016). Culturally responsive teaching: Implications for educational justice. *Education Sciences*, *6*(4). https://doi.org/10.3390/educsci6040035

Bayu, G. W., Asih, A., Tantri, S., Ayu, I. G., & Manik, A. (2025). Vocabulary Building Model in Elementary School English Learning. *Indonesian Journal of Instruction*, *6*(1), 205–213. https://doi.org/https://doi.org/10.23887/iji.v6i1.96675

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. Guilford Press.

Behnamnia, N., Kamsin, A., Ismail, M. A. B., & Hayati, A. (2020). The effective components of creativity in digital game-based learning among young children: A case study. *Children and Youth Services Review*, *116*, 105227. https://doi.org/https://doi.org/10.1016/j.childyouth.2020.105227

Belda-Medina, J., & Poveda-Balbuena, M. L. (2024). Digital Game-Based

Language Learning (DGBL): An Analysis of Polish and Spanish Teacher Candidates' Knowledge and Attitudes. *Theory and Practice of Second Language Acquisition*, *10*(2), 1–25.

Berlian, Z., & Huda, M. (2022). Reflecting Culturally Responsive and Communicative Teaching (CRCT) through Partnership Commitment. *Education Sciences*, *12*(5). https://doi.org/10.3390/educsci12050295

Berry, D. M. (2021). *Level up your Pronunciation : Impact of a Mobile Game 1*. *45*(1), 1–12.

Bhati, K., & Sethy, T. P. (2022). Self-Efficacy: Theory to Educational Practice. *The International Journal of Indian Psychology*, *10*(1), 1123–1128. https://doi.org/10.25215/1001.112

Biasutti, M., Concina, E., Frate, S., & Delen, I. (2021). Teacher professional development: Experiences in an international project on intercultural education. *Sustainability (Switzerland)*, *13*(8), 1–16. https://doi.org/10.3390/su13084171

Blanco, Q. A., Carlota, M. L., Nasibog, A. J., Rodriguez, B., Saldaña, X. V., Vasquez, E. C., & Gagani, F. (2020). Probing on the relationship between students' self-confidence and self-efficacy while engaging in online learning amidst COVID-19. *Journal La Edusci*, *1*(4), 16–25.

Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education* (Vol. 368). Allyn & Bacon Boston, MA.

Brainee, H. J. (2024). Investigating the Impact of Cultural Awareness on Language Learners' Motivation and Proficiency. *Journal of Gender, Culture and Society*, *4*(1), 29–38. https://doi.org/10.32996/jgcs.2024.4.1.4

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101.

Breien, F. S., & Wasson, B. (2021). Narrative categorization in digital game-based learning: Engagement, motivation & learning. *British Journal of Educational Technology*, *52*(1), 91–111. https://doi.org/10.1111/bjet.13004

Briscoe, K. L., & Jones, V. A. (2024). "The House Is on Fire": A Critical Analysis of Anti-CRT Bans and Faculty Experiences. *Education Sciences*, *14*(4). https://doi.org/10.3390/educsci14040360

Burston, J. (2014). The reality of MALL: Still on the fringes. *Calico Journal*, *31*(1), 103–125.

Byram, M. (2020). *Teaching and Assessing Intercultural Communicative Competence: Revisited*. Channel View Publications. https://books.google.co.id/books?id=S6MJEAAAQBAJ

Chander, N., Siow, M. L., Ramachandran, S., Kunasekaran, P., & Rathakrishnan, T. (2020). Conceptualizing inclusive learning and development: A framework towards entrepreneurial competency practices for sustainability. *Sustainability (Switzerland)*, *12*(17), 1–20. https://doi.org/10.3390/SU12176905

Chantaraphat, Y., & Jaturapitakkul, N. (2023). Use of Peer Tutoring in Improving the English Speaking Ability of Thai Undergraduate Students. *REFLections*, *30*(3), 826–849. https://doi.org/10.61508/refl.v30i3.268771

Chemers, M. M., Hu, L., & Garcia, B. F. (2001). Academic self-efficacy and first year college student performance and adjustment. *Journal of Educational*

Psychology, *93*(1), 55.
Cheng, M. M., Lacaste, A. V., Saranza, C., & Chuang, H. H. (2021). Culturally responsive teaching in technology-supported learning environments in marine education for sustainable development. *Sustainability (Switzerland)*, *13*(24). https://doi.org/10.3390/su132413922
Chiu, Y. H., Kao, C. W., & Reynolds, B. L. (2012). The relative effectiveness of digital game-based learning types in English as a foreign language setting: A meta-analysis. *British Journal of Educational Technology*, *43*(4), 104–107. https://doi.org/10.1111/j.1467-8535.2012.01295.x
Choudhury, M. H. (2013). Teaching culture in EFL: Implications, challenges and strategies. *IOSR Journal of Humanities and Social Science*, *13*(1), 20–24.
Chowdhury, M., Dixon, L. Q., Kuo, L., Phillip, J., Eslami, Z., Viruru, R., & Luo, W. (2024). Digital game-based language learning for vocabulary development. *Computers and Education Open*, *6*(February 2023), 100160. https://doi.org/10.1016/j.caeo.2024.100160
Coffey, H. (2009). Digital game-based learning. *Learn NC*, 1–3.
Cong, Y., Yang, L., & Ergün, A. L. P. (2024). Exploring the relationship between burnout, learning engagement and academic self-efficacy among EFL learners: A structural equation modeling analysis. *Acta Psychologica*, *248*, 104394. https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104394
Connelly, F., He, M., Phillion, J., & Nieto, S. (n.d.). *Identity, Community, and Diversity: Retheorizing Multicultural Curriculum for the Postmodern Era BT - The SAGE Handbook of Curriculum and Instruction*.
Corbett, J. (2022). *An intercultural approach to English language teaching* (Vol. 36). Multilingual Matters.
Corson, D. (1997). The learning and use of academic English words. *Language Learning*, *47*(4), 671–718.
Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson. https://books.google.co.id/books?id=4PywcQAACAAJ
Creswell, J. W., & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications. https://books.google.co.id/books?id=gX1ZDwAAQBAJ
de Carvalho, C. V., & Coelho, A. (2022). Game-based learning, gamification in education and serious games. In *Computers* (Vol. 11, Issue 3, p. 36). MDPI.
De Freitas, S. (2006). *Learning in immersive worlds: A review of game-based learning*.
Demir, S. (2017). An Evaluation of Oral Language: The Relationship between Listening, Speaking and Self-efficacy. *Universal Journal of Educational Research*, *5*(9), 1457–1467. https://doi.org/10.13189/ujer.2017.050903
Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, *39*(3), 379–397.
Dewi, A. E. R. (2024). Effectiveness of Implementing Inclusive Education: Challenges and Opportunities in Culturally Diverse Classrooms. *Journal of Pedagogi*, *1*(3), 1–7.

Fanania, R. A., & Priyatmojo, A. S. (2025). Students' Perception on the Use of AI-based Applications to Practice Pronunciation. *Journal of English Language and Education*, *10*(4), 322–331.

Faridah, D., Friatin, L. Y., & Rohayati, D. (2022). Optimizing Students' Self Regulated Learning Through English Pronunciation Application in Learning Pronunciation During Pandemic Era. *JALL (Journal of Applied Linguistics and Literacy)*, *6*(2), 49. https://doi.org/10.25157/jall.v6i2.8252

Flick, U. (2022). *The SAGE handbook of qualitative research design*.

Foote, J. A., & Trofimovich, P. (2017). Second language pronunciation learning: An overview of theoretical perspectives. *The Routledge Handbook of Contemporary English Pronunciation*, 75–90.

Foster, M., Mark, S. L., & Baize, J. (2024). Introduction Special Issue: Educational Equity: Cultural and Ethnic Diversity in Schools. *Education Sciences*, *14*(1), 10–15. https://doi.org/10.3390/educsci14010038

Frank, J. (2013). Raising Cultural Awareness in the English Language Classroom. *English Teaching Forum*, *51*(4), 2.

Freitas, S. De. (2006). *Learning in immersive worlds : A review of Learning in Immersive worlds A review of game-based learning*.

Gahungu, O. N. (2007). The relationships among strategy use, self -efficacy, and language ability in foreign language learners. In *Northern Arizona University ProQuest Dissertations & Theses* (Vol. 130, Issue 2, p. 556). https://www.proquest.com/openview/da756118027dad0bb2863a9407d07ddc/1?pq-origsite=gscholar&cbl=18750

García Suárez, A. (2018). *The Teaching of English Pronunciation: General Principles, Techniques and Activities*.

Gautier, C. (2025). *Exploring Game-Based Learning Platforms and Intrinsic Motivation in EFL Classrooms: Perspectives from Primary School Teachers in Finland*. Itä-Suomen yliopisto.

Gay, G. (2002). Preparing for Culturally Responsive Teaching. In *Journal Teacher of Education* (Vol. 53, Issue 2, pp. 106–116). https://doi.org/10.1177/0022487102053002003

Gilakjani, A. P. (2011). A study on the situation of pronunciation instruction in ESL/EFL classrooms. *Journal of Studies in Education*, *1*(1), 1–15.

Gilakjani, A. P. (2017). English pronunciation instruction: Views and recommendations. *Journal of Language Teaching and Research*, *8*(6), 1249–1255.

Gilakjani, A. P., & Ahmadi, M. R. (2011). Why Is Pronunciation So Difficult to Learn?. *English Language Teaching*, *4*(3), 74–83.

Golafshani, N. (2015). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, *8*(4), 597–606. https://doi.org/10.46743/2160-3715/2003.1870

Gomez, M. ., Ruipérez-Valiente, J. A., & Clemente, F. J. G. (2022). *A SYSTEMATIC LITERATURE REVIEW OF GAME-BASED ASSESSMENT STUDIES: TRENDS AND CHALLENGES*. https://doi.org/https://doi.org/10.48550/arXiv.2207.07369

Gonadi, L., Putra, Y. D., Anisa, N., & Salehuddin, S. N. (2025). From Slide to

Smile : Transformasi Pembelajaran Kosakata Inggris dengan Canva Interaktif. *Journal of Artificial Intelligence and Digital Business (RIGGS)*, *3*(4), 73–77.
González-Fernández, B. (2022). Conceptualizing L2 vocabulary knowledge: An empirical examination of the dimensionality of word knowledge. *Studies in Second Language Acquisition*, *44*(4), 1124–1154.
Gordon, J., & Darcy, I. (2016). The development of comprehensible speech in L2 learners: A classroom study on the effects of short-term pronunciation instruction. *Journal of Second Language Pronunciation*, *2*(1), 56–92.
Grauberg, W. (1997). *The elements of foreign language teaching* (Vol. 7). Multilingual Matters.
Green, L. (2013). *Hear, listen, play!: How to free your students' aural, improvisation, and performance skills*. Oxford University Press.
Gunduzalp, C. (2024). The Effects of Digital Game-Based Learning in Technology-Oriented Course: A Case Study in the Biochemistry Department. *Journal of Education in Science, Environment and Health*, 42–59. https://doi.org/10.55549/jeseh.1419320
Haake, A. B. (2021). *The Language Teacher Rebel: A guide to building a successful online teaching business*. Teach Yourself.
HadaviBavili, P., & İlçioğlu, K. (2024). Artwork in anatomy education: A way to improve undergraduate students' self-efficacy and attitude. *Anatomical Sciences Education*, *17*(1), 66–76.
Hammer, J., & Davidson, D. (2017). Cultural alignment and game-based learning. *Educational Technology*, 31–35.
Hanafiah, W., Aswad, M., Sahib, H., Yassi, A. H., & Mousavi, M. S. (2022). The impact of CALL on vocabulary learning, speaking skill, and foreign language speaking anxiety: The case study of Indonesian EFL learners. *Education Research International*, *2022*(1), 5500077.
Harmer, J. (2001). The practice of English language teaching. *London/New York*, *32*(1), 401–405.
Harmer, J. (2002). The Practice of English Language Teaching. In *ELT Journal* (Vol. 57, Issue 4, pp. 401–405). https://doi.org/10.1093/elt/57.4.401
Hassan Almutairy, A. (2024). Exploring The Relationship between Self-Efficacy and Second Language Writing Anxiety Among Saudi EFL Students: A Correlational Study. *Arab World English Journal*, *311*, 1–48. https://doi.org/10.24093/awej/th.311
Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics and Language Education*. Cambridge University Press. https://books.google.co.id/books?id=akmqQgAACAAJ
Heesch, K. C., Mâsse, L. C., Dunn, A. L., Frankowski, R. F., & Mullen, P. D. (2003). Does Adherence to a Lifestyle Physical Activity Intervention Predict Changes in Physical Activity? *Journal of Behavioral Medicine*, *26*(4), 333–348. https://doi.org/10.1023/A:1024205011001
Heidari, F. (2012). *The Relationship between Iranian EFL Learners ' Self-efficacy Beliefs and Use of Vocabulary Learning Strategies*. *5*(2), 174–182. https://doi.org/10.5539/elt.v5n2p174
Henderson, A. (2021). *Intelligibility and identity: From teaching pronunciation to*

training for spoken language variation. Université Savoie Mont Blanc.
Hewings, M. (2004). *A resource book for teaching English pronunciation*.
Hewings, M. (2005). Pronunciation Practice Activities. *Cambridge University Press*, *61*(3), 44.
Hidayat, L. E., & Praseno, D. M. (2021). Improving Students' Writing Participation and Achievement in an Edpuzzle-Assisted Flipped Classroom. *Education of English as Foreign Language*, *4*(1), 1–8. https://doi.org/10.21776/ub.educafl.2021.004.01.01
Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and Learning Vocabulary: Bringing Research to Practice*. Taylor & Francis. https://books.google.co.id/books?id=0a-QAgAAQBAJ
Himmayati, I. M., & Triyoko, H. (2024). Teaching Phonetics and Pronunciation in ELT; How Important and Which One to be Taught? *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran*, *9*(4), 556–565.
Hoffman, J. L., Teale, W. H., & Paciga, K. A. (2014). Assessing vocabulary learning in early childhood. *Journal of Early Childhood Literacy*, *14*(4), 459–481.
Hornby, A. S., Cowie, A. P., Gimson, A. C., & Hornby, A. S. (1974). *Oxford advanced learner's dictionary of current English* (Vol. 1035). Oxford university press Oxford.
Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, *9*, 100781. https://doi.org/https://doi.org/10.1016/j.ssaho.2023.100781
Huda, N., Hudri, M., & Olatunji, O. (2024). *Spelling Bees for Improving Students ' Pronunciation Skills*. *8*(2), 221–229.
Hudiananingsih, P. D., Putu, N., Trees, R., Kartika, A., & Saraswati, H. (2025). *Understanding Student Learning Experiences in Application-Based Cooperative Learning : A Basic Qualitative Study of English for Accounting*. *2025*, 3–12.
Hutchison, L., & McAlister-Shields, L. (2020). Culturally responsive teaching: Its application in higher education environments. *Education Sciences*, *10*(5), 1–12. https://doi.org/10.3390/educsci10050124
Ishihara, N., & Cohen, A. D. (2014). *Teaching and learning pragmatics: Where language and culture meet*. Routledge.
Ivgin, A. B., & Akcay, H. (2024). The Impact of Using Educational and Digital Games on Middle School Students Science Achievement. *International Journal of Technology in Education*, *7*(3), 386–416. https://doi.org/10.46328/ijte.781
Jackson, G. T., & McNamara, D. S. (2013). Motivation and performance in a game-based intelligent tutoring system. *Journal of Educational Psychology*, *105*(4), 1036–1049. https://doi.org/10.1037/a0032580
Jasmaniah, J., Nurhayati, N., & Zuhra, F. (2024). Game-Based Learning Model with A Culturally Responsive Teaching Approach to Enhance Student' Motivation in Learning Mathematics. *Jurnal Ilmiah Sekolah Dasar*, *8*(4), 708–717. https://doi.org/10.23887/jisd.v8i4.86595

Jiménez-Sánchez, M., & Gargallo-Camarillas, N. (2020). Gamification and students' motivation: using quizizz in the English as a foreign language (EFL) classroom. *Acta Marisiensis. Philologia*, *2*(1), 1–13.

Johnson, K. A., Mellesmoen, G. M., Lo, R. Y.-H., & Gick, B. (2018). Prior pronunciation knowledge bootstraps word learning. *Frontiers in Communication*, *3*, 1.

Jonathans, P. M., Cahyono, B. Y., Kweldju, S., Ratri, D. P., Astutik, I., & Sharif, T. I. S. T. (2025). Evolving Self-Regulation and Self-Efficacy in Academic Writing: Sojourning Narratives of EFL Doctoral Students. *Studies in English Language and Education*, *12*(1), 346–361. https://doi.org/10.24815/siele.v12i1.41180

Juraschka, R. (2019). How digital game-based learning improves student success. *Вилучено Із Https://Www. Prodigygame. Com/in-En/Blog/Digital-Game-Based-Learning*.

Karacsony, P., Vivien, P., Vinichenko, M., & Huszka, P. (2022). *education sciences The Impact of the Multicultural Education on Students ' Attitudes in Business Higher Education Institutions*.

Kavak, Ş. (2022). Digital Game-Based Learning Model As an Educational Approach. *Prizren Social Science Journal*, *6*(2), 62–70. https://doi.org/10.32936/pssj.v6i2.311

Kelly, G. (2006). *How To Teach Pronunciation (With Cd)*. Pearson Education India.

Kesmez, A. (2024). EFL STUDENTS'VOCABULARY LEARNING STRATEGIES AND THE DIFFICULTIES FACED BY THEM IN VOCABULARY LEARNING. *International Journal of Language Academy*, *36*, 78–98.

Kizi, E. N. M. (2024). Effective lesson planning. *Eurasian Journal of Academic Research*, *4*(7 (Special Issue)), 75–79.

Kleining, G., & Witt, H. (2001). Discovery as basic methodology of qualitative and quantitative research. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *2*(1), 22.

Kohnke, L., & Moorhouse, B. L. (2022). Using Kahoot! to Gamify Learning in the Language Classroom. *RELC Journal*, *53*(3), 769–775. https://doi.org/10.1177/00336882211040270

koparan, timur. (2021). Investigation of Reflections from the Digital Game-Based Learning Environment in Higher Education. *Journal of Higher Education and Science*, *11*(3), 503–515. https://doi.org/10.5961/jhes.2021.470

Kramsch, C. (2014). Teaching foreign languages in an era of globalization: Introduction. *The Modern Language Journal*, *98*(1), 296–311.

Ladson-Billings, Gloria. (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, *32*(3), 465–491. https://doi.org/10.3102/00028312032003465

Lawati, H. C. (2025). *Problems in Pronouncing English Plural Marker-S for Limbu Speaking Basic English Learners*. Kathmandu University School of Education.

Lera, M.-J., Leon-Perez, J. M., & Ruiz-Zorrilla, P. (2023). Effective educational

practices and students' well-being: the mediating role of students' self-efficacy. *Current Psychology*, *42*(26), 22137–22147.
Levis, J. M. (2018). *Intelligibility, oral communication, and the teaching of pronunciation*. Cambridge University Press.
Lin, Y., Li, F., MacLeod, A. A. N., & Pollock, K. E. (2023). A conceptual model of second language pronunciation in communicative contexts: Implications for children's bilingual education. *Frontiers in Psychology*, *14*, 1125157.
Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry* (Vol. 75). sage.
Linse, C., & Nunan, D. (2005). Practical English language teaching. *New York*, *24*.
Liu, Y., & Wang, J. (2023). Strategies for reducing EFL learners' foreign language anxiety in online classes: Investigating teachers' teaching credentials and experience. *Heliyon*, *9*(7).
Lutfiyah, N., Nuraeningsih, & Rusiana. (2022). The obstacles in learning vocabulary of EFL students. *Prominent: Journal of English Studies*, *5*(2), 114–125.
Mahayanti, N. W. S., Kusuma, I. putu I., Ashadi, A., & Rachman, D. (2024). The Impact of Digital Game-Based Learning on Children's Self-Efficacy and Reading Success. *Voices of English Language Education Society*, *8*(1), 303–313. https://doi.org/10.29408/veles.v8i1.25325
Marlatt, R. (2018). Toward diversity in texts: Using global literature to cultivate critical perspectives. *Journal of Curriculum, Teaching, Learning and Leadership in Education*, *3*(1), 43.
Mayer, R. E. (2002). Multimedia learning. In *Psychology of learning and motivation* (Vol. 41, pp. 85–139). Elsevier.
McConachy, T. (2017). *Developing intercultural perspectives on language use: Exploring pragmatics and culture in foreign language learning* (Vol. 33). Multilingual Matters.
Merriam, S. B. (2002). Introduction to qualitative research. *Qualitative Research in Practice: Examples for Discussion and Analysis*, *1*(1), 1–17.
Merriam, S. B. (2015). Qualitative research: Designing, implementing, and publishing a study. In *Handbook of research on scholarly publishing and research methods* (pp. 125–140). IGI Global Scientific Publishing.
Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative Research: A Guide to Design and Implementation*. Wiley. https://books.google.co.id/books?id=JFN_BwAAQBAJ
Mills, N. (2014). Self-efficacy in second language acquisition. *Multiple Perspectives on the Self in SLA*, *1*, 6–22.
Montasem, A., Gjuladin-Hellon, T., Awan, H., Aine, B., Whyte, J., Alqadah, N., & Ibeachu, C. (2023). Racism, Discrimination, and Harassment in Medical Schools in the UK: A Scoping Review. *Genealogy*, *7*(2), 1–21. https://doi.org/10.3390/genealogy7020032
Mora, J. C., & Levkina, M. (2017). Task-based pronunciation teaching and research: Key issues and future directions. *Studies in Second Language Acquisition*, *39*(2), 381–399.
Morales, L. M., Castillo, J. R., & Cuarte, R. (2024). A Systematic Review on the Effectiveness of Digital Game-Based Learning in the Development of

Vocabulary Skills. *International Journal of Multidisciplinary Studies in Higher Education*, *1*(1), 55–62.
Morgan, H. (2022). Conducting a qualitative document analysis. *The Qualitative Report*, *27*(1), 64–77.
Narot, P., & Kiettikunwong, N. (2024). Value Co-Creation: A Strategy for Enhancing Inclusiveness in Special Education. *Education Sciences*, *14*(2). https://doi.org/10.3390/educsci14020208
Nation, I. S. P. (2001). *Learning vocabulary in another language* (Vol. 10). Cambridge university press Cambridge.
Neuman, W. L. (2013). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson Education. https://books.google.co.id/books?id=Ybn3ngEACAAJ
Nguyen, B. T. T. (2023). *Cultural awareness and intercultural awareness in ELT practices from Global Englishes perspective in higher education in a Vietnamese university.* University of Southampton.
Nunan, D. (1999). *Second Language Teaching & Learning*. ERIC.
Nur, S., Patak, A. A., & Sunra, L. (2022). Cultural Awareness of Pre-Service EFL Teachers in an Indonesian Higher Education Context. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *6*(1), 231. https://doi.org/10.26858/eralingua.v6i1.26178
Nurfitri, N. (2018). *Increasing Vocabulary Mastery of The First Year Students of SMP Negeri 3 Pamboang Through Concept Mapping Strategy*. IAIN Parepare.
Paetsch, J., Franz, S., & Wolter, I. (2023). Changes in early career teachers' technology use for teaching: The roles of teacher self-efficacy, ICT literacy, and experience during COVID-19 school closure. *Teaching and Teacher Education*, *135*(September), 104318. https://doi.org/10.1016/j.tate.2023.104318
Parmer, L. L. (2022). Student Self-Efficacy, Student Self-Esteem, and the Transformational Leadership Teaching Style. *Journal of Higher Education Theory and Practice*, *22*(11), 1–13. https://doi.org/10.33423/jhetp.v22i11.5406
Patras, Y. E., & Japar, M. (2025). *Integration of Culturally Responsive Teaching Approach , Local Wisdom , and Gamification in Pancasila Education to Develop Students ' Multicultural Competence*. *14*.
Pikulski, J. J., & Templeton, S. (2004). Teaching and developing vocabulary: Key to long-term reading success. *Current Research in Reading/Language Arts*, *1*, 12.
Pivac, B. (2023). *Game-based learning for culturally diverse students: Designing a conceptual framework for embedding cultural capital into games* (pp. 1–43). Master Thesis in Game Design,Faculty of Arts Department,UPPSALA Universitet. https://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1778749&dswid=1006
Prastiwi, F. D., & Lestari, T. D. (2025). Digital Game-Based Learning in Enhancing English Vocabulary: A Systematic Literature Review. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, *4*(2), 349–358. https://jpion.org/index.php/jpi349JournalWebsite:https://jpion.org/index.php/

jpi
Prensky, M. (2001). *Digital Game-based Learning*. McGraw-Hill. https://books.google.co.id/books?id=kVG7AQAACAAJ
Prensky, M. (2005). Listen to the natives. *Educational Leadership*, *63*(4).
Putri, A. S. A., & Akhiriyah, S. (2024). The Use of Web-Based Vocabulary Games to Improve Junior High School Students ' Vocabulary Mastery in Reading. *Journal of English Teaching*, *10*(3), 279–291. http://ejournal.uki.ac.id/index.php/jet
Rachels, J. R., & Rockinson-Szapkiw, A. J. (2018). The effects of a mobile gamification app on elementary students' Spanish achievement and self-efficacy. *Computer Assisted Language Learning*, *31*(1–2), 72–89. https://doi.org/10.1080/09588221.2017.1382536
Radjuni, M., Sahraeny, S., Ridha, M., & Latief, A. (2024). *The Relationship between Self-Efficacy and EFL Students ' Speaking Performance : A Case Study of English Department Students*. *1*(1), 1–17.
Ragni, B., Toto, G. A., di Furia, M., Lavanga, A., & Limone, P. (2023). The use of Digital Game-Based Learning (DGBL) in teachers' training: a scoping review. *Frontiers in Education*, *8*(May). https://doi.org/10.3389/feduc.2023.1092022
Rahayu, K. S. W., & Utami, I. G. A. L. P. (2023). Wordwall-Based Digital Media to Stimulate Students in Learning English Vocabulary. *INTERNATIONAL JOURNAL OF LANGUAGE AND LITERATURE*, *7*(4), 233–240.
Rahmani, M. A., Srisudarso, M., & Wahyuna, Y. T. (2026). FACTORS SHAPING EFL STUDENTS' SPEAKING DIFFICULTIES DURING ROLE PLAY ACTIVITIES: A THEMATIC ANALYSIS. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, *11*(September), 412–421.
Rahmatika, L., Sariasih, Y., Islam, M. M., & Solihati, T. A. (2025). *BIPA teachers ' perspectives on Digital Game -Based Language Learning (DGBLL): Attitudes , benefits and challenges in teaching Indonesian as a foreign language*. *15*(1), 183–197.
Ramadiani, W. (2021). *Integrating Local Culture in English Language Teaching to Increase Learners' Motivation to Speak English*. Universitas Negeri Medan.
Raoofi, S., Tan, B. H., & Chan, S. H. (2012). *Self-efficacy in Second / Foreign Language Learning Contexts*. *5*(11). https://doi.org/10.5539/elt.v5n11p60
Rasti-behbahani, A. (2021). Why Digital Games Can Be Advantageous in Vocabulary Learning. *Theory and Practice in Language Studies*, *11*(2), 111–118. https://doi.org/http://dx.doi.org/10.17507/tpls.1102.01
Read, J. (2000). Assessing vocabulary. *Cambridge University P*.
Ren, C. (2018). *Designing an ASR-based Interactive Game for Enhancing Speech Therapy to encourage young children to adhere to therapy protocols : A Case Study in*.
Rezaei, M., Ebrahimi Khayat, E., Farokhi, A., & Najafian Razavi, M. (2025). Comparing the Effect of Traditional Educational Model and Game-Based Learning Approach on Self-Efficacy in Adolescent Boys. *Health Nexus*, *3*(1), 140–146. https://doi.org/10.61838/kman.hn.3.1.15
Richards, J. C., & Renandya, W. A. (2002). Methodology in Language Teaching. In *Cambridge University Press*. Cambridge University Press.

http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI

Rodriguez, M. T., & Lamm, A. J. (2016). Identifying Student Cultural Awareness and Perceptions of Different Cultures. *Journal of Agricultural Education*, *57*(2), 106–118.

Rowbotham, M., & Schmitz, G. S. (2013). Development and validation of a student self-efficacy scale. *Journal of Nursing & Care*, *2*(1), 1–6.

Rüth, M. (2021). *Learning and teaching with video games*.

Sadigzade, Z. (2025). Language Learning Through Games: A Computational Linguistics Perspective. *EuroGlobal Journal of Linguistics and Language Education*, *2*(3), 163–188. https://doi.org/10.69760/egjlle.2500206

Sahril, S., Patak, A. A., & La Sunra, L. S. (2022). Cultural Awareness of Pre-Service EFL Teachers in an Indonesian Higher Education Context. *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, *6*(1), 231–243.

Saito, K., & Plonsky, L. (2019). Effects of Second Language Pronunciation Teaching Revisited: A Proposed Measurement Framework and Meta-Analysis. *Language Learning*, *69*(3), 652–708. https://doi.org/https://doi.org/10.1111/lang.12345

Salainti, E., & Neman, M. I. E. (2024). Teachers' Perception of Using Digital Game-Based Learning in Teaching and Learning Process. *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran*, *5*(1), 955–962.

Sammour-Shehadeh, R., Kahn-Horwitz, J., & Prior, A. (2023). Spelling English as a foreign language: A narrative review of cross-language influences due to distance in writing system, orthography and phonology. *Reading and Writing*, *36*(8), 2147–2173.

Sankalaite, S., Huizinga, M., Pollé, S., Xu, C., De Vries, N., Hens, E., & Baeyens, D. (2023). A Qualitative Study into Teacher–Student Interaction Strategies Employed to Support Primary School Children's Working Memory. *Education Sciences*, *13*(11). https://doi.org/10.3390/educsci13111149

Santosa, M. H., Harismayanti, I., & Jaya Putra, I. N. A. (2022). Technology in Action: Developing Gamification Handbook in English Teaching and Learning for the 21st Century Learners. *Tesl-Ej*, *26*(1). https://doi.org/10.55593/EJ.26101A2

Sari, M. I., Utari, S. D., & Arfiandhani, P. (2023). *Creating English learning media using Canva : EFL s tudents ' perspective*. *2*(2), 85–96.

Savitri, F. A., & Ratri, D. P. (2025). *Canva as a creative digital learning media for English learning: A student perception study. Didaktika: Jurnal Kependidikan, 14 (2), 1811–1825*.

Schmitt, N. (2010). *Researching vocabulary: A vocabulary research manual*. Springer.

Schrader, C. (2022). Serious games and game-based learning. In *Handbook of open, distance and digital education* (pp. 1–14). Springer.

Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, *60*, 101832.

Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-Efficacy and self-regulation of reading and writing through modeling. *Reading and Writing Quarterly*, *23*(1), 7–25. https://doi.org/10.1080/10573560600837578

Semião, D., Mogarro, M. J., Pinto, F. B., Martins, M. J. D., Santos, N., Sousa, O., Marchão, A., Freire, I. P., Lord, L., & Tinoca, L. (2023). Teachers' Perspectives on Students' Cultural Diversity: A Systematic Literature Review. *Education Sciences*, *13*(12). https://doi.org/10.3390/educsci13121215

Sercu, L., & Bandura, E. (2005). *Foreign language teachers and intercultural competence: An international investigation* (Vol. 10). Multilingual Matters.

Setiawan, Y. B. N., Sanjaya, P. K., Riandana, M. H., & Mbato, C. L. (2025). *Exploring Master ' s Students ' Self -Efficacy in Speaking English During Hybrid Learning*. *11*(1), 35–49. http://ejournal.uki.ac.id/index.php/jet

Setyowati, L., Sukmawan, S., Karmina, S., & Mabaroh, B. (2024). The Correlation Between Students' Writing Self-Efficacy and Essay Writing Performance. *Journal of Languages and Language Teaching*, *12*(1), 72. https://doi.org/10.33394/jollt.v12i1.9140

Siregar, S. (2025). *The correlation between linguistic intelligence and vocabulary mastery at The Fifth Semester Students of English Education Study Program at UIN Syahada Padangsidimpuan*. UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Stahl, S. A. (2005). Four problems with teaching word meanings. *Teaching and Learning Vocabulary: Bringing Research to Practice*, *95*, 103.

Stegmann, K., Wecker, C., Weinberger, A., & Fischer, F. (2012). Collaborative argumentation and cognitive elaboration in a computer-supported collaborative learning environment. *Instructional Science*, *40*, 297–323.

Steils, N. (2021). *Qualitative Experiments for Social Sciences 3 . Qualitative and Quantitative Validity Criteria and Techniques*. *6*, 24–31.

Suciani, N. K., Hapsari, Y. T., Sandra, P., & Astariani, P. (2025). *Exploring Student Experiences with Task-Based Learning and YouTube-Mediated Peer Evaluation : A Basic Qualitative Study in English for Business Course*. *2025*.

Sukma, I. M. G. A., Nitiasih, P. K., & Agustini, D. A. E. (2023). Implementation of Teaching Media for EFL Learning at Post – Pandemic. *Jurnal Pendidikan Bahasa Inggris Undikshandiksha*, *11*(1), 49–54.

Sun, D., Chen, Z., & Zhu, S. (2023). What affects second language vocabulary learning ? Evidence from multivariate analysis. *Frontiers in Education*, *November*, 1–12. https://doi.org/10.3389/feduc.2023.1210640

Suparman, & Ridwan. (2026). e-Journal of Linguistics. *E-Journal of Linguistics*, *14*(1), 123–130. https://doi.org/https://doi.org/10.24843/e-jl.2020.v14.i01.p10

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata*, *1*(2), 183.

Susanto, D., Engliana, E., Saraswati, R., & Astuti, R. (2024). Self-efficacy among Indonesian EFL Undergraduates in Speaking Classes. *Scope: Journal of English Language Teaching*, *9*(1), 133–142. https://doi.org/http://dx.doi.org/10.30998/scope.v9i1.21159

Terrier, L., Garnier, M., & Ali, S. (2026). *A scoping review of 25 years of research on L2 English pronunciation (1996 – 2020). July*.

Thornbury, S. (2006). *How to teach vocabulary*. Pearson Education India.
Tucker, P., & Irwin, J. D. (2007). University Students' Perspectives on a Physical Activity Record-Keeping Log. *Health Promotion Practice*, *8*(2), 173–180. https://doi.org/10.1177/1524839906289584
Udeozor, C., Abegão, F. R., & Glassey, J. (2024). Measuring learning in digital games: Applying a game-based assessment framework. *British Journal of Educational Technology*, *55*(3), 957–991.
Umam, M. A. K., Sukmanasa, E., & Pratiwi, I. E. (2025). *Enhancing Student Learning Outcomes Through Quizizz- Supported Culturally Responsive Teaching in Problem-Based Learning*. *4*(2), 351–360.
Underhill, A. (2005). *Learning and teaching pronunciation*. Macmillan: Education ELT.
Ur, P. (1996). *A course in language teaching* (Vol. 1, Issue 998). Cambridge university press Cambridge.
Usher, E. L., & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, *78*(4), 751–796.
Villegas, Ana María, & Lucas, Tamara. (2002). Preparing Culturally Responsive Teachers: Rethinking the Curriculum. *Journal of Teacher Education*, *53*(1), 20–32. https://doi.org/10.1177/0022487102053001003
Vonti, L. H., Rosyid, A., & Muchtar, A. K. (2025). *CULTURAL RESPONSIVENESS AND DIGITAL TOOLS IN LITERACY INSTRUCTION : INSIGHT FROM INDONESIAN HIGH*. *13*(1), 145–154.
Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.
Wachyu, M. I. (2023). The Effectiveness of Using Canva as an Interactive Hypermedia In Learning English. *Proceeding of Conference on English Language Teaching (CELTI 2023), State Islamic University of Prof.K.H.Saifuddin Zuhri Purwokerto*, *3*, 510–516. https://doi.org/28800874
Wagoner, B. (2015). Qualitative experiments in psychology: The case of Frederic Bartlett's methodology. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *16*(3).
Wang, H. (2021). Exploring the relationships of achievement motivation and state anxiety to creative writing performance in English as a foreign language. *Thinking Skills and Creativity*, *42*, 100948.
Wang, Y.-Y., & Wang, Y.-S. (2022). Development and validation of an artificial intelligence anxiety scale: An initial application in predicting motivated learning behavior. *Interactive Learning Environments*, *30*(4), 619–634.
Wang, Y., Cao, Y., Gong, S., Wang, Z., Li, N., & Ai, L. (2022). Interaction and learning engagement in online learning: The mediating roles of online learning self-efficacy and academic emotions. *Learning and Individual Differences*, *94*, 102128.
Whitman, K. L., & Jayakumar, U. M. (2023). Structural Competency: A Framework for Racial Justice Intervention in Student Affairs Preparation and Practice. *Education Sciences*, *13*(1). https://doi.org/10.3390/educsci13010075
Yang, J. C., & Chung, C.-J. (2025). Effects of Anxiety Levels on English

Pronunciation Learning in Digital Game-Based Learning. *International Journal of Human–Computer Interaction*, 1–18.

Yantraprakorn, P., Darasawang, P., & Wiriyakarun, P. (2018). Self-efficacy and online language learning: Causes of failure. *Journal of Language Teaching and Research*, *9*(6), 1319–1329.

Yates, L., & Zielinski, B. (2009). *Give it a go: Teaching pronunciation to adults*. Adult Migrant English Program (AMEP) Research Centre, Macquarie University.

Yin, R. K. (2016). *Yin 2016 qualitative research from start to finish*. Guilford Publications.

Yu, W. (2025). Reducing anxiety, promoting enjoyment and enhancing overall English proficiency: The impact of AI-assisted language learning in Chinese EFL contexts. *British Educational Research Journal*.

Yulian, R., & Sirat, O. M. (2023). *Examining the Roles of Self-Efficacy , Attitude and Self-Regulated Learning through Augmented Reality in Reading for EFL Learners*. *7*(4), 715–723.

Zadorozhnyy, A., & Lee, J. S. (2023). Informal digital learning of English and willingness to communicate in a second language: Self-efficacy beliefs as a mediator. *Computer Assisted Language Learning*, 1–21.

Zhang, R., Zou, D., & Cheng, G. (2024). Self-regulated digital game-based vocabulary learning: motivation, application of self-regulated learning strategies, EFL vocabulary knowledge development, and their interplay. *Computer Assisted Language Learning*, 1–43. https://doi.org/10.1080/09588221.2024.2344555

Zhang, S., Xu, H., & Zhang, X. (2021). The effects of dictionary use on second language vocabulary acquisition: A meta-analysis. *International Journal of Lexicography*, *34*(1), 1–38.

Zhang, Y., Liang, Y., & Liu, N. X. (2022). The Role of Learner Self-Regulation in Mobile-Assisted Language Learning. In *Mobile Storytelling in an Age of Smartphones* (pp. 239–251). Springer.

Zhao, Q., Yu, L., Du, Z., Peng, D., Hao, P., Zhang, Y., & Gong, P. (2022). An overview of the applications of earth observation satellite data: impacts and future trends. *Remote Sensing*, *14*(8), 1863.

Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, *25*(1), 82–91.

Zin, N. A. M., Jaafar, A., & Yue, W. S. (2009). Digital game-based learning (DGBL) model and development methodology for teaching history. *WSEAS Transactions on Computers*, *8*(2), 322–333.

Zitha, I., Mokganya, G., & Sinthumule, O. (2023). Innovative Strategies for Fostering Student Engagement and Collaborative Learning among Extended Curriculum Programme Students. *Education Sciences*, *13*(12). https://doi.org/10.3390/educsci13121196