



The Impact of Games in Teaching Vocabulary for ESL Students

تأثير الألعاب في تدريس المفردات لطلاب اللغة الإنجليزية لغير الناطقين فيها

by

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ABSTRACT

This study sets out to examine the effectiveness of games as a useful method of introducing vocabulary to ESL students. It also sought to determine if they are an effective method. In the researcher's opinion, students are more likely to learn new vocabulary more quickly when they participate in games that include new vocabulary in a comfortable setting. In addition, they are more likely to retain it. Furthermore, he confirmed that when ESL students were taught using games as part of the content in the classes, the process of learning and retaining new vocabulary was more efficient and effective than when they were taught using traditional methods, such as memorizing.

This study was carried out using the quantitative method of collecting data and observing the results during the observation process. It was decided to divide a total of twenty female students into two groups, one group that would be experimental and the other that would not be experimental. Each group would take a pretest and a posttest. There was a significant difference between the experimental group and the non-experimental group as far as the scores achieved at the posttest go, which shows that games are effective in helping ESL learners acquire new vocabulary in English in an effective manner.

المخلص

المفردات لطلاب اللغة الإنجليزية لغير الناطقين فيها كلغة ثانية. كما سعت إلى تحديد ما إذا كان استخدام الألعاب طريقة فعالة بتريس مفردات اللغة. بناء على رأي الباحث ، من المرجح أن يتعلم الطلاب مفردات جديدة بسرعة أكبر عندما يشاركون في الألعاب التي تتضمن مفردات جديدة في بيئة مريحة. بالإضافة إلى ذلك ، من المرجح أن يحتفظوا بها . علاوة على ذلك ، أكد أنه عندما تم تعليم طلاب اللغة الإنجليزية كلغة ثانية باستخدام الألعاب كجزء من المحتوى في الفصول الدراسية ، كانت عملية أكثر كفاءة وفعالية مما كانت عليه عندما تم تدريسهم باستخدام الأساليب التقليدية ، مثل . التعلم والاحتفاظ بالمفردات الجديدة. الحفظ.

جريت هذه الدراسة باستخدام الطريقة الكمية لجمع البيانات ومراقبة النتائج أثناء عملية المراقبة. تقرر تقسيم عشرين طالبة إلى مجموعتين ، مجموعة تجريبية والأخرى لن تكون تجريبية. ستأخذ كل مجموعة اختبارًا أوليًا واختبارًا لاحقًا. كان هناك فرق كبير بين المجموعة التجريبية والمجموعة غير التجريبية من حيث النتائج التي تحققت في الاختبار اللاحق ، مما يدل على أن الألعاب فعالة في مساعدة متعلمي اللغة الإنجليزية كلغة ثانية على اكتساب مفردات جديدة في اللغة الإنجليزية بطريقة فعالة.

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CHAPTER ONE: INTRODUCTION

1.1 OVERVIEW:

English has been widely adopted as a "global language" in many countries that do not speak English. Due to the reason, many people are interested in becoming proficient in English. The title of this era is using English as the language of communication. Since the previous century, the study of English has become one of the most popular languages globally. Consequently, learning English is essential to study or work anywhere in the world. Another reason for the need of English is the increasing of globalization and technology have made English one of the most widely taught languages worldwide. As in other countries, the importance of learning English language has increased in the United Arab Emirates as well. Most people assume that English will be necessary for the future success of their students. This is recognized by both teachers and parents that English language education should be initiated at an early age. Recently, new technologies have enabled the development of a variety of teaching tools and models designed to enhance language learning efficiency. It is without a doubt more challenging to learn a foreign language than it is to learn your native tongue.

The struggle to learn English as a second language has become challenging for many ESL students due to the lack of passion and motivation. There are several factors that contribute to this problem. These factors include traditional methods of instruction, a lack of instructional resources that promote the acquisition of foreign languages, and the absence of modern technology-based educational aids. In research performed by Moylan et al. (2015), it was revealed that today's international conditions as well as the rapid advancement of technology are placing continuous pressure on schools and colleges to adapt to the innovations being induced by the information revolution. Many researchers pointed out that the use of games-based learning has been recognized as an effective and innovative teaching method in the field of learning and teaching in several studies (Belkhouche et al. 2014). In addition to improving student performance in language study, games-based learning can also enhance cooperation and facilitate active learning. According to these studies, game-based learning promotes language

acquisition in a highly effective multimedia environment, and this is evidenced by the positive results.

There has been a growing trend in the United Arab Emirates over the last few decades for the teaching of English as a second language (ESL). The teaching of English in schools is given a great deal of importance. Emiratis tend to be quite open-minded when it comes to taking on new foreign languages. Despite of this increasing urge to learn English as a second language, Emiratis tend to become bored very quickly if they are taught using conventional methods of teaching. Thus, the teacher is responsible for finding innovative and interesting ways to motivate and teach their students in a way that is inspiring and engaging for them. As suggested by Harmer (2008), teachers of ESL learners should spend plenty of time analyzing, understanding, and examining how their students think and function.

Playing games can be an effective means of preventing boredom in the classroom. It is imperative to note that games play a special role in foreign language instruction. It is valuable for both students and teachers to include games during class time. As a result, teachers may be able to achieve all educational objectives with games, especially when teaching vocabulary.

1.2 RESEARCH PROBLEM:

Teaching English to ESL students is considered one of the biggest challenges for teachers because students get distracted and bored very quickly. It is vital to focus on the fact that having fun and playing are significant characteristics of students. Thus, teachers should choose teaching methods that are appropriate for them.

The United Arab Emirates has a few teacher training programs aimed at teaching foreign language vocabulary. However, many of these programs do not recognize the plethora of methods available. The language teacher has a responsibility to teach new vocabulary in an effective manner, so that students will always be able to retain it. Traditionally, vocabulary teaching for ESL students has been accomplished using synonyms and antonyms, dictionary definitions, or a combination of both. The majority of students prefer to have their teachers provide the definition in their native language rather than searching for it themselves. Because

of this, it is difficult for learners of English as a Second Language (ESL) to understand spelling and to correctly use words.

Vocabulary is the core of any language. Acquiring vocabulary words is crucial for being able to communicate in any language. Vocabulary words are necessary to write and speak any language effectively. Researchers who are seeking to propose an appropriate method for facilitating vocabulary acquisition have examined various methods and strategies to facilitate vocabulary acquisition in several studies. A relaxed, motivating, and supportive learning setting seems to be the ideal environment for ESL learners to acquire new vocabulary words. This environment is ideal for learners to focus on words related to the context in which they will be used. Several factors can contribute to the creation of an environment that is similar in enjoyment, for instance, games, drawings, humorous behaviors, materials, and illustrations. The development of effective fluency in any language is highly dependent on vocabulary proficiency. Therefore, lexical competence is an essential component of language learning. Moreover, vocabulary is one of the most critical factors in language learning as insufficient vocabulary knowledge can result in learners encountering difficulties learning a foreign language. It is possible for learners to significantly enhance their proficiency in general English by developing the ability to use vocabulary learning strategies.

ESL learners consider vocabulary acquisition and retention to be one of the most influential factors. Unfortunately, there are some factors that prevent language learners from acquiring and retaining vocabulary better. The development of a comprehensive vocabulary is considered to be one of the most essential aspects of fluency development. Lexical ability plays an influential role in the learning of foreign languages. Because of teachers not using adequate techniques or resources to make vocabulary classes in ESL more fun and motivating, students are demotivated in learning English. This leads to learners failing to acquire vocabulary in the second language. The success of this process does not depend solely on the students, but also on the teachers. Teachers may not have used the right techniques to teach English or teachers may have the suitable techniques or resources but fail to apply them adequately most of the time. As a result, students feel demotivated in the class.

In this international school, English teachers tend to teach English words passively to ESL students. It is the teacher's responsibility to write the definitions of the words on the board and to repeat them following the definition, rather than dictating how the words should be pronounced. Thus, vocabulary teaching is a boring activity. The students are usually timid and hesitant to use new vocabulary words in class. In addition, they are not interested in learning how to pronounce the words. In addition, they are afraid of making mistakes in their spelling and pronunciation. Consequently, it has been decided that vocabulary games may be used in English classes. I believe these games will be appropriate for all students in 11th grade following the same learning goals. It has been stated that games contribute to the development of socialization, cooperation, self-discipline, respect for rules, peer teaching, and cooperative learning in foreign language classrooms. (Antonaros & Couri 2003)

1.3 RESEARCH PURPOSE:

It cannot be overstated how crucial vocabulary learning is to the success of people learning English as a foreign language or a second language. vocabulary plays an important role in the acquisition of language, foreign language acquisition, and academic achievement, as well as reading comprehension and proficiency (Tozcu & Coady 2004). Furthermore, Heubener (1965) considers the acquisition of vocabulary because of the development of specific habits. Due to the fact that this occurs by associating symbols with their meanings, it naturally follows that enriching the meaning of the word is as critical as repeatedly using it. Among the language components that students should gain control over is vocabulary. It is for this reason that vocabulary is the most critical factor in determining how a language is used. The teaching of vocabulary involves students expressing their ideas with the words that they have learnt. Dellar, and Hocking (2000) insisted that learning vocabulary is an imperative component of language acquisition. Their argument relied on the fact that learners of English will improve more quickly if they learn English words and expressions rather than focusing more on English grammar. Several studies have demonstrated the importance of vocabulary knowledge in language acquisition. It is important for students to learn vocabulary in order to be able to produce well organized writings, as well as to be able to understand what others say.

It is crucial that ESL students possess a broad vocabulary in order to effectively interpret and communicate language. In terms of language proficiency, vocabulary is the most important factor, since it provides a basis for effective listening, speaking, reading, and writing skills (Mashhadia & Jamalifar 2015). This indicates that students should place greater emphasis on vocabulary study, as it plays a critical role in the acquisition of a second language. Nation (1994) argues that direct vocabulary study could speed up learning. He believes that direct vocabulary learning is an effective method of bridging the proficiency gap between second language learners and the proficiency level required for simple speech production.

Many researchers suggest that vocabulary learning should be robust - vigorous, strong, and powerful (Beck et al,2002). Using vocabulary effectively involves explaining words directly and following up with interactive follow-ups that are thought-provoking. Schmitt (2007) argued that explicit vocabulary should be added to the usual inference activities in the L2 classroom in order to teach vocabulary effectively.

There is a wide variety of traditional games available today. These games are being used by many language teachers to support, motivate, and engage students in the vocabulary learning process as part of the teaching process. This paper therefore aims to explore the impact of using traditional games as a component of Second Language Acquisition. Also, the impact on students' engagement, and their academic performance regarding acquiring vocabulary in the second language.

This study is aimed at shedding light on the role games play in the acquisition of vocabulary words by ESL students, as well as the fact that game play can be an effective way to teach vocabulary terms in a fun and engaging manner to them through the use of games. This study will try to show that teachers are more than capable of teaching vocabulary to ESL learners in an effective and efficient manner. This is because they do not have to rely on the traditional methods of memorizing and repeating words to teach vocabulary.

This study has been designed to examine the use of games in the teaching of vocabulary for ESL learners. It will determine the success of this method in teaching vocabulary to ESL learners in the school. Should teachers use traditional games more in the teaching of vocabulary to ESL

learners? Additionally, do ESL students find this technique more effective than the traditional way of teaching?

1.4 THE SIGNIFICANCE OF THE RESEARCH:

English is highly dependent on vocabulary. This is considered as the most critical factor of acquiring English as a foreign language. Kufaishi (1988) points out that they can't express their thoughts because of their inadequate vocabulary. Our lives revolve around language, and vocabulary is its most important component. David Wilkins (1972) declares that there can be very little communication without grammar, and there can be no communication without vocabulary. By relying on this statement, the conclusion can be drawn that vocabulary plays a vital role in communication. Harmer (1991) comments that although language structure has been called "the skeleton of a language", vocabulary has been called "the heart and lungs". Learning any language requires a solid understanding of vocabulary. Due to their ability to maintain student interest and enjoyment, games are critical to the teaching of vocabulary to students learning English as a second language. He adds that learning vocabulary for these students promotes the use of the language creatively and fearlessly.

There is no doubt that vocabulary learning is one of the most significant steps in the process of learning a second language. For ESL students to succeed in learning vocabulary words, their teachers should be able to present them in a new and easy way. Therefore, it is extremely imperative for the teachers to be creative and stay on top of the latest teaching techniques. Among the language components that students should gain control over is vocabulary. It is for this reason that vocabulary is the most critical factor in determining how a language is used. The teaching of vocabulary involves students expressing their ideas with the words that they have learnt. For ESL students, teaching vocabulary aims to make them able to understand the meaning of English words. In addition, it aims to make them able to choose the most appropriate words when chatting and writing. Vocabulary words will be used as a means of expressing ideas that learners wish to convey. It is vital for the facilitator to build each student's confidence in using the newly acquired words in various skill areas such as speaking and writing. A teacher enhances his/her experience and skills in the teaching profession.

Vocabulary as a tool for teaching culture or generalizing society's culture is considered a transfer of knowledge and capability for students. Cummins (2017) insists that vocabulary is more than a collection of words; it is a system of knowledge. Furthermore, a collection of words that are known to or used by a particular group or individual. In addition, vocabulary development and reading comprehension is also influenced by vocabulary development. Reading a text requires understanding the meaning of most words. The National Reading Panel (NICHD, 2000) considered vocabulary as one of five major aspects of reading. According to extensive research, it plays a crucial role in school success, specifically reading comprehension (Baker, Simmons, & Kame'enui, 1998). They stated that vocabulary plays a significant role both in learning to read and in comprehending text. Without a basic understanding of the meaning of most words, readers are unlikely to be able to comprehend text.

Vocabulary teaching for ESL learners is more than just transferring knowledge. It is a means of assisting and guiding students as they search for change and develop their skills, attitudes, appreciations, and knowledge. Teaching and learning are primarily about the students and the teachers. One of the teacher's primary objectives is to eliminate the complexities students face when learning and teaching English. Her/his primary responsibility is to find the most effective methods to engage students in the learning process and facilitate their understanding of English. In ESL classes, memorizing vocabulary words is one of the most used methods of teaching vocabulary words, and this method does not inspire or motivate students. Additionally, students who memorize tend to be easily distracted when studying. As a result, many students find this method to be boring, and this often leads to them not learning anything. Trying to find the answer to this dilemma and find a way to teach vocabulary to ESL learners in a fun environment so they can attain their learning goals, the progressive teacher is always ready to try a new method in order to achieve their learning goals. In this case, she/he has developed a method of increasing the motivation of students in their learning process. There should be a greater emphasis on making the learning process more meaningful and enjoyable. In the process of learning new vocabulary words, the teacher must make sure the ESL students are having fun and learning!

Several methods can be used to increase students' ability to study English. In a study by Augrade (1986), he claims that using games can be an effective method in the process for learning English

vocabulary. According to the writer, playing games can enhance a student's abilities in mastering vocabulary while studying English. The purpose of this study is to demonstrate the influence of using traditional games in English lessons as a method to acquire English vocabulary for ESL students. The researcher wants to prove that students enjoy games a great deal. They will be encouraged to master new vocabulary words more carefully and seriously by using this technique. Through the play of games, students will have the chance to communicate with each other. In addition, they will have a positive disposition toward learning. When games become familiar and create a secure environment for interaction, they help to create a feeling of confidence and security. The writer chose this research because it is one of the alternative strategies for increasing students' interest in learning vocabulary.

It is the purpose of this study to suggest for teachers' effective ways or techniques that might be able to help them teach vocabulary words more effectively to their ESL students. The goal of this study is to encourage ESL learners to learn vocabulary in a creative and easy way. It would be beneficial for teachers to abandon the traditional way of teaching vocabulary words and try to find creative ways of attracting ESL learners to learn the new vocabulary words and encourage them to express themselves in English to improve their efficiency and creativity in learning the language. Students are required to love the language they are learning as a second language in school before they are allowed to take classes in it as a second language. If the teacher wants to make the activity successful, then she or he must be more creative and active in order to meet this condition. A fun environment is a better environment for ESL learners to learn since they are likely to be more engaged if the classroom is fun. Since vocabulary is one of the most critical components of the English language, it must be taught to students in an appropriate manner. This is because it is an essential component of mastering a language. Don't forget that it is a common concern among ESL teachers that their students don't retain the vocabulary they gain during a school year after they have mastered it.

It has been common practice for educators to use games in the classroom for centuries. The use of games should not be considered merely a means of supplementing activity to fill in the gaps. This is because the teacher and students do not have any other activities to engage in. According to (Hazar 2020) games have the potential to engage pupils more actively in the learning process. Sousa & Rocha (2019) suggest that traditional games like chess, shogi, and checkers can be

used to develop strategic planning skills, quantitative reasoning skills, decision-making skills, and enhance concentration.

The use of games in schools has proven to be an effective method for teaching a wide range of subjects. This is because students have been able to enjoy them while learning through the process of engaging in games. Through these games, learners could participate actively in interactive games while learning different skills at the same time. A necessary step in achieving excellent vocabulary learning in ESL students is to use traditional games that generate motivation, interaction, and fun. The most efficient way to introduce meaningful learning to ESL students is through games that allow them to develop their skills and learn new vocabulary in a motivating and relaxing environment while interacting, feeling, and enjoying freely. Using traditional games as a novel strategy to motivate students toward learning ESL vocabulary can be a rewarding experience for teachers. An empirical study (Mahmoud & Ziyad 2012) was performed to examine the effects of games on students who are learning English. This study involved the completion of a questionnaire by teachers. The primary goal of this study was to determine whether games were effective in teaching English as well as promoting students' attitudes toward learning English. As a result of the researchers' study, most English teachers agree that games have an impact on students' attitudes toward learning English. In addition to their fun value, they serve numerous scholastic purposes such as developing creative thinking skills, critical thinking skills, problem-solving skills, role-playing skills and collaboration, among others. This study is important because it provides information that will aid in the development of teaching methods that meet the needs of all learners. The process also promotes students' self-esteem and motivation in addition to initiating the planning process for their education.

It can be seen from the following that there is a significance to this study: we intend to shed light on how the use of games in the classroom affects students' motivation and engagement, as well as their academic performance, through this study. In addition, there is a great importance in understanding how traditional games can be used as a learning tool when it comes to acquiring vocabulary among ESL learners, as well as the potential that it has. Also, there is also the possibility of introducing a modern method of teaching that is intended to motivate and engage students to learn the new vocabulary of languages in a way that makes it easier for them to learn.

Finally, the important role of teachers in fostering innovation, creativity, and freedom for students in ESL.

1.5 RESEARCH QUESTIONS:

Research success depends, in part, on how well investigators translate the dilemma or studied issue into a research question - a task that is not so easy. It is important for the researcher to include in the research question the target population, the purpose of the study, the key outcome, and the time frame over which the outcomes will be measured.

The study tries to answer questions related to the effectiveness of using games to teach vocabulary words to English as a Second Language learners and how games contribute to the process of learning vocabulary words. It also tries to examine whether using games in the classroom will create a pleasant learning environment for students. Furthermore, it seeks to shed light on the difference between the traditional method of teaching vocabulary words and the game-based method of presenting vocabulary words. Thus, the research questions for this study are:

- 1-How effective are games in teaching vocabulary to ESL learners?
- 2-Are games more effective at helping students learn vocabulary than the traditional way?
- 3-Does the use of games contribute to the acquisition of new vocabulary?
- 4-Does the use of games result in a pleasant learning environment for students?

CHAPTER TWO: LITERATURE REVIEW

2.1 CONCEPTUAL FRAMEWORK:

Using the Oxford Advanced Learner Dictionary of Current English Hornby (1979), he describes that vocabulary as follows:

- 1-The number of words that make up a language (with their rules for combining them).
- 2- The extensive range of words that a person is known to use, or is used by, in their trade, profession, etc.

Carter (1988) states that "vocabulary consists both of the content words and the function words of language that are learned so as to become an integral part of the children's ability to understand speaking, reading, and writing". Stahl (2005) stated that vocabulary knowledge includes knowledge of a word that does not only define the word, but also describes how the word interacts with society. Therefore, researchers and practitioners alike are interested in clarifying and understanding what it means for students to "understand" the meaning of words. The Neuman & Dwyer (2009) definition of vocabulary is 'vocabulary is the set of words we employ in communication'; words we use as we speak (expressive vocabulary) and words we use when listening (receptive vocabulary).

Scholars and researchers have tried to provide a distinct definition of the term vocabulary over the years. As a result, there are many different definitions of vocabulary. Each relates to a different aspect of its original meaning, or a different aspect of its relationship to a particular language. This explains why there are so many different definitions of vocabulary. Taking the term 'vocabulary' into his definition, Linse (2005) describes it as a collection of words that an individual knows and that he applies on a daily basis. Hatch and Brown (1995) state that vocabulary is the set of words used most by people of a particular language to communicate in that language or the order in which they use them. As can be seen from these definitions, vocabulary is the number of words that the speaker uses to convey ideas and convey meaning. Hence, learning vocabulary is important.

Gass & Selinker (2013) insisted that the concept of second language acquisition (SLA) refers to the process by which we acquire a second language after learning our first language. It is also possible to use this term to refer to the process of learning a third or fourth language. As Krashen (1981) pointed out, the acquisition of languages has a great deal in common with the process by which children acquire their first languages and second languages. During the process, speakers must engage in meaningful communication in the target language - a form of natural communication - in which the focus is not on the form of their utterances, but instead on the message they are conveying and understanding.

Richards & Platt (1995) define a game as an activity that will, generally, possess the following qualities: a specific objective or task; a set of rules; a competition between players; and a means of communication. In order to provide students with a deeper understanding of the language, language games should not just be used to kill time. A Hadfield (1984) definition of games is "an activity with rules, a purpose and a sense of fun." In the same way, Deng (2006) states that games are different from other types of activities. There are many rules and regulations that must be followed when participating in them, and they are highly structured. As he also mentioned in his article, a game is an activity in which two or more people participate in a competition to examine their skills as well as their chance and endurance in accordance with a set of rules, often for their own amusement or that of spectators. In many cases, games can be classified into overlapping categories, which makes it difficult to categorize them. Hadfield (1984) divided language games into two types based on their functions: linguistic games and communicative games. Communicative games are centered on exchanging information, whereas linguistic games emphasize accuracy.

2.2 THEORETICAL FRAMEWORK:

English is highly dependent on vocabulary. This is regarded as the most critical element of learning English as a foreign language. Kufaishi (1988) points out that they are not able to communicate their ideas because of their limited vocabulary. Our lives revolve around language, and vocabulary is its most important component. David Wilkins (1972) declares that there can be very little communication without grammar, and there can be no communication without vocabulary. By relying on this statement, we infer that vocabulary plays a vital role in

communication. Harmer, (1991) comments that although language structure has been called "the skeleton of a language", vocabulary has been called "the heart and lungs". Learning any language requires a solid understanding of vocabulary. Due to their ability to maintain student interest and enjoyment, games are critical to the teaching of vocabulary to students learning English as a second language. He added that learning vocabulary of these students promotes the use of the language creatively and fearlessly.

A person's vocabulary knowledge is considered the foundation for learning a language since it allows them to create a mental dictionary that allows them to express any notion naturally (Ling et al. 2022). Indriyani & Sugirin (2019) stress the importance of learning a language. The purpose of this is to ensure that you completely comprehend what you are reading and writing. Students can also learn the target language well if they have adequate vocabulary knowledge. Also, Yokubjonova (2020) argues that language learning is almost impossible without it. Thus, vocabulary acquisition is an essential component of language acquisition. This implies that, in order to learn other skills, they must first acquire a broad vocabulary.

2.2.1 VOCABULARY TEACHING AND LEARNING

In recent years, there has been a significant change in the way vocabulary is taught and learned in the classroom. Today's coursebooks present many sections dedicated to teaching the target vocabulary. This illustrates the significance of vocabulary in the teaching of foreign languages, as there are many sections in each textbook dedicated to teaching the unit's target vocabulary. Despite this, Nunan (1999) states that vocabulary instruction has traditionally been overshadowed by grammar instruction, and this has been especially prevalent during the days of structural linguistics and audiolingual, despite numerous claims to the contrary.

The definition of structural linguistics and audiolingual is very critical for understanding the above, although it is very helpful to have a basic understanding of both concepts as well. Similarly, the structural linguistics approach to linguistics is defined by McArthur (2005) as the approach to linguistics that considers the interconnected nature of language. Based on this definition, everything within the system possesses its own identity and validity if it is related to the other items within it. Using a new example from Harmer (2007), audiolingual is described

as a method of teaching language through continuous recitations of accurate expressions, fostered and appraised by effective reinforcement, in which vocabulary plays a minimal role. According to Lewis (1993), "lexis is the core or the basis of language, however, it has always been Cinderella in the context of language teaching." He further discussed the importance of lexis in language teaching. There is no doubt that vocabulary has been given much attention in the past, especially since the emergence of the communicative approach and the lexical syllabus of the 1970s. This is in addition to the recognition of the importance of lexical chunks as a result of corpus linguistic findings. Despite this, Thornbury (2002) suggests that there is no certainty that vocabulary has been given much attention.

2.2.2 GAMES IN LANGUAGE TEACHING AND LEARNING

Games in English Language Teaching are typically classified as those used for improving grammar, vocabulary knowledge, speaking skills, etc. There is a limited amount of literature on each of the types of games that can be used to enhance the skills mentioned above. "Language games" include grammar and vocabulary games, speaking games, etc. According to most authors, they fall under the category of "language games." As a result, the following sections are more general in nature. After analyzing the literature on games, the discussion will narrow down to vocabulary games.

There is a large body of literature on games in English Language Teaching that is geared toward primary education, which leads one to conclude that secondary school students are too old for games. The argument of Gaudart (1999) is that teachers appear to believe that an individual's interest in playing games will wane once he or she reaches puberty. She then explains how this assumption is incorrect. Although some of the resources that will be discussed are suitable for younger students, the information provided can be generalized. It can be applied to anyone regardless of age who wishes to participate in this research. Learning a language is challenging, since it requires learners to make significant efforts to understand, use, and communicate in the target language (Wright et al.2006). Game-based learning can contribute to meeting the requirement in a lesson, as long as there is no interruption in the learning process. On the other hand, Wood and Attfield (2005) state that "society does not believe or rely on the use of games

or play in educational contexts, and the lack of a precise operational definition of play ensures that play is perceived as the opposite of work."

Although some teachers may believe in the usefulness of games, they may not be comfortable playing them with their students. Toth (1995) summarizes teachers' concerns regarding games:

In the classroom, using games will cause students to become overexcited, resulting in them not listening to the instructor. The number of students in the class may make it impossible for the teacher to control the language they use.

The term "games" is sometimes used to refer to recreational activities that do not actually involve the children learning English. There is a lack of seriousness towards games; they are often marginalized and are used for ephemeral educational purposes rather than for the purpose of learning. Toth (2005) asserts that some students may benefit more from playing games than engaging in other activities. Chou (2014) stresses the importance of ensuring that games have clearly defined learning and instructional outcomes in order to ensure their effectiveness.

At times, adolescents may require external motivation to keep them motivated in their studies. The value of games will demonstrate how games can provide such motivation. Dörnyei (2001) argues that efforts to motivate students to succeed in school are clearly correlated with student motivation. The results indicate that a change may be necessary in the skepticism that is associated with the use of games in the classroom for the purpose of acquiring vocabulary. In this case, the question is whether games motivate students, and whether this motivation ultimately translates into academic success. Testing and analyzing games is necessary in order to reach conclusions based on solid evidence. An examination of this issue is presented in this study.

2.2.2.1 TYPES OF GAMES:

Hadfield (1998) categorizes games into two groups: first, cooperative games, in which players work together to become the winner, and second, competitive games require players to reach their goal as quickly as possible.

It is also possible to categorize games by referring to their goals. Also, Hadfield (1998) states that vocabulary games can be classified according to their objectives. It is her belief that linguistic games differ from communicative games, in that the first approach aims to recall the correct word, or linguistic accuracy. The second approach aims to accomplish a task which requires the use of L2. In Lewis and Bedson (1999), the reader is reminded that rousing and settling games are two distinct categories of games. It is explained that the former is used to enhance the learning experience of a class. This is done through games that involve movement, and the latter to relax the class, such as activities that involve craft work. It can be assumed that each teacher dealing with vocabulary games will group games in a different way, depending on how they make connections between them.

2.2.2.2 VALUE OF GAMES:

The benefits and drawbacks of games can be numerous. Nevertheless, the former seems to outweigh the latter. According to Gaudart (1999), noise and space were among the factors that preoccupied future teachers. A lot of noise will be generated in the classroom when you play games that encourage speaking in class. In addition, some classes have limited space, and others cannot be reorganized to accommodate games. Al- Neyadi (2007) insists that the teachers also seem to think playing games takes up a lot of time, so they prefer to use other activities that take less time.

Language can be made interesting and useful using games (Wright et al. 2006). Using games makes it possible for even reluctant children to speak (Lewis & Bedson 1999). Incorporating games into the classroom can motivate and engage students. They argue that games are fun, and children enjoy playing them, which makes them an effective teaching aid. According to Wright and his colleagues (2006), they insist that playing games inspires and involves students, which probably contributes to better language learning than drills. It has been observed that games provide repetition of language items, which contributes to memory and retention (Harmer 2007).

There is no doubt that games are also a great way of interacting with people in a fun way, allowing them to interact and solve problems, as well as allowing for interesting storylines,

among other things, while at the same time promoting creativity and participation (Tebeweka, 2021). Through the use of games, gamers can learn vocabulary at any level by utilizing game-based learning strategies.

A game-based learning theory emphasizes the use of games in teaching as part of a comprehensive educational program (Zhang 2018). This theory is designed to assist and teach students how to learn through repetition, failure, and goal achievement in an enjoyable, meaningful, and purposeful manner. Based on White & McCoy (2019) findings, most game-centered learning strategies work well with education curricula since learners work towards a goal, select appropriate learning activities, and experience the results. It provides a conducive environment for practicing and learning effectively.

In the view of Prensky (2011), educational games are an essential part of education. Educational games are games that are specifically designed to be educative, or that have incidental or secondary learning value. The goal of using educational games is to motivate students to learn and facilitate their acquisition of knowledge. Educational games also serve a purpose in the teaching and learning process. They are meant to help students develop their knowledge and skills towards a significant learning goal. The main purpose of this program is to enable students to interact with and motivate them to learn about specific subjects. Thus, by using educational games in English classes as an instructional resource, students will feel motivated to acquire English. This is because games provide motivation and a sense of fun, and motivation ensures learning.

2.3 RELATED STUDIES:

2.3.1 VOCABULARY LEARNING AND RETENTION:

In a study conducted by Nation (2013), it was found that words have distinct learning burdens based on the way they are used. Based on the principles of this concept, learners who want to learn foreign languages must exert a certain amount of effort. The amount of effort is determined by their native language. Thus, learners with first languages that are similar to their second languages will have a lighter learning burden as compared to those with second languages that are completely different from their first languages. Thornbury (2002) notes that some words are easier to learn than others in his study. For instance, it can be argued that cognate words, such

as words like "sauce" or "cheese", belong to this family of words, since they share phonologically, orthographically, and morphologically with words that have equivalents in other languages (Tonzar, Lotto, & Job 2009). Despite this, learners must be aware of what is known as "false friends", i.e., words with similar forms but with different meanings from the original words. Thornbury (2002) have suggested that there are a number of particular characteristics associated with some words that make it more difficult to learn them than others: "pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity."

According to Nation (2013), in order to truly comprehend a word, it is necessary to possess a certain level of knowledge. The first step in understanding a word is to comprehend its form, meaning, and use. Despite this, Thornbury (2002) stresses that word knowledge is gradual and takes time. It is possible for a learner to be familiar with a word in a receptive way, but not in a productive way. According to Nation (2013), "adaptive vocabulary refers to the process of perceiving the form and meaning of a word while listening or reading." In contrast, "constructive vocabulary refers to the process of attempting to convey a message via speech or writing and retrieving and producing appropriate spoken or written word forms."

According to Thornbury (2002), learners receive more knowledge than they produce, and that production usually proceeds received knowledge. The most effective way to learn vocabulary has been disputed and contradicted. Depending on the lexical set, words from the same lexical set may interfere with the acquisition of vocabulary. However, Nations (2013) suggests there is a benefit to eliminating the interference of synonyms, antonyms, and related words. The difficulty in differentiating words with similar forms or meanings arises as learners struggle with learning them together. According to Ur (1996), people tend to group words according to their meaning or attempt to associate them. Thus, she proposes that these approaches can be used to teach vocabulary to students. In this regard, Papathanasiou (2009) conducted research to determine whether it is more effective to group together vocabulary that is semantically related or unrelated. A variety of ages and levels of proficiency in languages were chosen by him as participants. As a result of the study, it was evident that adults (beginner level) performed better when the words were unrelated while children (intermediate level) obtained similar results with both strategies. Consequently, she concluded that it may be more effective at the beginner

level to present unrelated vocabulary together. It is apparent that the study took language proficiency into account. Unfortunately, an extremely significant variable, namely age, has been overlooked. Neither the study nor the conclusions mention whether the age gap affects the results.

According to Thornbury (2002), our mental lexicon is full of words that we use continuously in our daily lives. Our mental lexicon stores words in an overlapping manner whereby each word is represented by a dual entry containing both meaning and form information. This type of data storage is called a lexicon of overlapping entries. A link is then made between each of these individual word entries, so that they can be matched up with other words of similar meaning or form.

This system is also associated with word knowledge (general knowledge) as well as memory (personal experiences). Due to this, no two individuals are likely to possess the same word knowledge (Thornbury 2002). For instance, if you have traveled to Norway and seen a fiord, you may be able to comprehend this term better than someone who has not. It is evident that those who have visited the fiord, as opposed to those who have only read about it, will have a more refined mental representation of the fiord, which can aid in the retention of the word. A negative connotation may also be attached to this word if the traveler had a negative experience while visiting the fiord. On the other hand, a positive experience will be created if it is rewarding and enjoyable. Relying on this example, Thornbury (2002), asserts that it is difficult to find two people who have identical word knowledge. He adds that scholars distinguish between short-term memory, working memory, and long-term memory. He then proceeds to explain each of these three systems in more detail. Information can only be stored for a short period of time in the short-term store. Nevertheless, learning vocabulary involves more than just retaining words in one's memory. As soon as words are entered into working memory, different cognitive operations are performed on them. This system stores them for about twenty seconds before moving on to long-term memory, but sometimes they are quickly forgotten. The risk can be avoided by following certain principles, such as repetition. Furthermore, he maintains that a word is more likely to be remembered if the mental operations required are challenging. Research on this topic has been conducted by other researchers as well. According to Hedge (2000), cognitive psychologists believe that "input becomes intake when it is deeply processed."

She proceeds on to explain that a more challenging analysis will improve the learner's understanding of the word if the learner extends beyond a basic analysis and relates it to his/her current knowledge. The ability to recall and use some words is immediate, whereas others take more time to recall (Hedge 2000).

It is also possible to partially recall some words. Also, he argues that speaking may result in the "tip of the tongue effect", which occurs when someone uses some of the words, but not the exact form. As Thornbury (2002) points out, forgetting may take place when there are other factors interfering with learning. For example, the forgetting of some old words when learning new words is accompanied by inadequate revision of those words. During this process, if students lose focus, they can quickly forget the process of storing a word. In contrast, if the word already exists in the mental lexicon but has not been used or seen often, it will occur more slowly (Hedge 2000).

2.3.2 RESEARCH INTO VOCABULARY GAMES

The research conducted to prove that games are beneficial for vocabulary learning does not seem to be as extensive as one might anticipate. This is despite the number of authors who claim that games are beneficial for vocabulary learning. Additionally, most of the research have focused on ESL students in primary schools. In light of this, it is questionable whether the findings can be applied to other settings. We will examine only those studies involving participants between the ages of ten and eleven to seventeen and eighteen. There is a common structure to all the research on vocabulary games that has been conducted to date.

Chou (2014):

The study examined not only the effectiveness of games, but also of songs and stories in expanding the vocabulary of 72 students and motivating them to learn English. As well as this, the researcher analyzed the effect of various test techniques on the outcome of the vocabulary test for learners. Chou (2014) divided the students into experimental and control groups. Games were used to teach students in the former group, while regular classes were followed by the latter. This was done to determine whether the experimental group obtained better results than the control group. For the purpose of collecting the necessary data, she used a mixed methods

approach. Quantitative data were collected by using tests and self-assessment questionnaires, while qualitative data was collected by observing and interviewing students. Quantitative and qualitative data results showed a strong correlation. A significant improvement was observed between the pre-test and post-test for quantitative data. Learning vocabulary through games was well received by the students. Additionally, they indicated that games were more enjoyable than other activities. Based on the results of the self-assessment questionnaire, the games enabled the students to memorize and expand their vocabulary.

Mehregan, (2014):

The study aims to evaluate whether language games have a positive effect on Iranian learners' vocabulary development. It was concluded that games proved to be an effective tool for learning based on the results of the study. It is evident from statistical analysis that the scores of the experimental group were significantly different from those of the control group. The experimental group showed significant improvements compared to the control group.

Rohani and Pourharib (2013):

In the study, twenty-six students between the ages of twelve and thirteen were examined to see if vocabulary games and translation affected their vocabulary learning and retention. They were divided into two groups, one for experimental purposes and one for control purposes. In the first case, games were introduced and in the second case, translation was introduced. Their results were not as encouraging as those of the other authors. Despite all the students improving, there was no statistically significant difference between the control and experimental groups.

Ramadhaniarti (2016) concluded that games are valuable tools that should be used in vocabulary classes. There have been several studies conducted that examined game-based strategies. A relevant study by Lukas et al. (2020) introduced a card game called "U-NO-ME". As a result of the study, new vocabulary can be learned and retained more quickly by students by playing the "U-NO-ME" game. As a result of utilizing the "U-NO-ME" game to teach new vocabulary to children, it will become easier for them to learn and retain new information. Furthermore, it was found that learner motivation was higher when it came to learning new vocabulary. Additionally, Razali (2017) conducted another unique game-based vocabulary learning activity.

During their study, learners were exposed to a card game called “GOT IT!”. It was observed that the students were playing cards and spelling out words as they acquired vocabulary in an relaxing and entertaining manner. It has been established that “GOT IT!” can positively impact classroom teaching by assisting students in retaining the words that they are taught.

Despite the evidence that games can contribute significantly to student learning, only a limited amount of research has examined this impact. Hake (1998) conducted a large study comparing student performance with interactive engagement compared with traditional lectures. In his study, he used interactive engagement with 14 classes in which traditional lecture methods were used. Hands-on activities were included in courses classified as interactive engagement formats, along with peer and teacher discussions. Traditionally, courses were taught passively through lectures. Based on a comparison of pre- and posttests, the interactive courses reported much greater improvements regardless of whether they were offered at the high school, college, or university level. In their study, Zhao and Lornklang (2019), found that the use of a picture word inductive model was effective in teaching vocabulary for young learners. Compared to the pretest, the posttest results showed that students learn picture words more effectively than they do without them. They argued that picture words provide students with attractive visual content and encourage them.

A study conducted by Utku & Dolgunsöz (2018) found that online games affect the vocabulary mastery of 5th grade students. The students are considered digital natives and have experience playing online games. Study results showed that online games had a significant impact on students' vocabulary mastery. In addition, they found that students were motivated to learn through online games. Moreover, Bakhsh (2016) notes that the use of games is an effective method for teaching vocabulary in the classroom if they are designed to help students memorize and comprehend vocabulary. Moreover, it increases the motivation and confidence of students in the process of learning vocabulary.

Games are believed to provide a framework for interactions between students and reward them for collaborating and resolving problems together (Schwartzman 1997). As well as promoting group collaboration, personal responsibility, positive interaction between participants, and feedback and processing needs among groups (Millis & Cottell 2012). Furthermore, games

provide a means of reaching and engaging students who may have different learning styles, in addition to promoting diverse interactions among students. Franklin, Peat, & Lewis (2003) have supported this perception through their exploration of individual learning styles. Cruickshank & Telfer (2001) found out that the transfer of knowledge is facilitated by games since they require students to engage actively with the material within a substantial context. Providing students with opportunities to practice applying the material, such as through games or simulations, is an essential component of providing ESL learners with the opportunity to bridge the gap between learning concepts in a classroom and applying those concepts to solve problems encountered outside the classroom.

CHAPTER THREE : METHODOLOGY

3.1. RESEARCH SITE:

The study conducted in a school in the United Arab Emirates. This school possesses a similar educational philosophy to that of the United States in terms of its educational process. Furthermore, the study conducted in accordance with American guidelines for research. In the classroom, English is used as a teaching tool for addressing numerous subject areas with the help of English. It is the purpose of these English language classes to provide basic instruction in English as a second language to English language learners (ESLs). The use of English language is an extremely crucial part of the learning process in this school, as it has a direct impact on the achievement of a student's learning objectives. A significant feature of the school where this research was conducted is the presence of students from a wide variety of cultural, educational, linguistic, and social backgrounds. On campus, you can hear a variety of dialects and accents, including Arabic, Russian, Indian, and English.

3.2. PARTICIPANTS:

The purpose of this study was to determine whether the use of games when teaching new vocabulary to ESL learners in English lessons is effective. To achieve this goal, a grade 11 class was divided into a control and an experimental group.

As expected, twenty female students (16 years old) in grade eleven took part in this study. Students who wished to participate in this study signed a consent form to participate. In order to conduct the study, twenty students were divided into two groups. The students who were selected for the research have all been studying at this school since kindergarten and are all Emirati citizens. It is worth mentioning that the participants have been learning ESL since kindergarten.

During the Second Semester of the (2022-2023) academic year, the study conducted on students who attend an American international school in the United Arab Emirates. The school has four 11th grade classes. Approximately 20 students participated, divided into two groups of ten. An experimental group consisting of 10 female participants compared with a control group

consisting of 10 female participants. All of them are secondary school students who began their education at the same time. This resulted in approximately equal levels of English proficiency. Participants are all native Arabic speakers. The English language is a second language for them.

3.3. DESIGN OF THE STUDY:

The participants were divided into two groups of participants in the study: the control group and the experimental group. The experimental group received vocabulary instruction using games for only one English session. In contrast, the control group received vocabulary instruction through traditional means for the same period. To ensure that both groups are equivalent, a pre-test was conducted before treatment begins.

Upon completion of the session, a post-test was administered to determine which technique has a more significant impact on students' performance than the other in terms of the use of games to teach English vocabulary.

The research process consisted of developing research questions and procedures, collecting data from participants' settings, and analyzing the results. Analyze the data inductively and construct general themes from specifics and interpret them based on their meaning. Students in the experimental group were asked to complete a survey in order to determine their preferences.

3.4. METHOD:

The purpose of research methods is to structure, examine, and communicate theoretical, qualitative, and quantitative information for the purpose of obtaining reliable and grounded facts and conclusions about a given subject matter.

Bhattacharya (2017) asserts that epistemology is the study of beliefs and interpretations about the ways through which knowledge can be acquired. In selecting techniques and methodologies, academics base their decisions on one of these philosophical assumptions. (Chilisa 2019) adds that research methods, questions, hypotheses, and conclusions are all driven by the epistemology of the researcher as well as their assumptions about the nature of knowledge. Research design

refers to the process by which a researcher develops answers to questions regarding their research. The method is essentially a framework for addressing a research problem through the application of methodologies and techniques (Nigussie & Bekele 2021). These implications necessitated the use of quantitative methodology in this study. When conducting quantitative research, researchers use theory deductively and place it at the beginning of the research plan. Tests and verification are the objectives rather than the development of a theory. It is the researcher's responsibility to advance a hypothesis, collect data to test it, and evaluate the results in order to determine whether it is confirmed or disproved. When a quantitative study is conducted, the findings from the sample under study will be more accurately representative of the overall population.

According to Chilisa (2019), to define a paradigm, four elements are required: axiology, ontology, epistemology, and methodology. These elements combine to form a paradigm, which is characterized by the questions that help to define it. The understanding of these elements will assist in doing one research proposal within a particular research paradigm, as all research is guided by the assumptions, beliefs, norms, and values associated with the paradigm in which it is proposed.

Constructivism may be described as a philosophical paradigm from the perspective of quantitative research. In the constructivist paradigm, understanding arises from the study of interpretive understanding derived from phenomenology and hermeneutics (Mertens, 2010). According to Qutoshi (2018), constructivism focuses on understanding the subjective world of human experience as its central goal. It is based on the assumption that knowledge is a social construction made by individuals participating actively in the research process, and that researchers should attempt to gain an understanding of the complexity of lived experience from the perspective of people living it.

In their discussion of the constructivist paradigm, (Kumatongo & Muzata 2021) argue that research cannot exist independently of the researchers' values. Those who follow an interpretivist approach believe that reality is based on subjective experiences of the external environment. It is believed by interpretivists that there is no one right way or one approach to knowledge. Thus, they are attempting to derive their constructs from the field through an in-

depth study of the phenomenon being investigated. Considering this, an experimental approach was chosen for the purpose of conducting the present study. Thus, this study used an experimental approach. This will help to determine whether implementation games play a significant role in improving vocabulary knowledge based on the researcher's observations.

This research utilized a quasi-experimental design in order to study the effectiveness of the intervention. An analysis of the quantitative results of the pretests and posttests was carried out. This enabled us to determine the effectiveness of the games used to teach vocabulary to ESL students. According to Creswell (1999), experiments are regarded as highly controlled methods because they can be done anywhere. A study not only provides the researcher with critical data in terms of data needed to judge and compare the changes in the scores between the experimental group and the control group during pretests and posttests, but also as a basis for predicting future trends. A comparison of the pretest and posttest results between the control group and the experimental group was conducted by the researcher. In this way, he was able to determine whether games are an effective method of teaching vocabulary words to English as a Second Language (ESL) learners. Additionally, the impact of games on vocabulary test scores was examined.

3.5-PRE-TEST&POSTTEST:

In order to determine the effectiveness of the experiment, both the experimental and control groups took a pre-test to measure their vocabulary levels. There were two main goals for this test. This test attempted to determine whether the students knew any of the target words prior to conducting the study, since that would obviously impact the results. Prior to beginning the actual study, the second aim was to assess whether vocabulary knowledge differed between the experimental and control groups.

There was a pre-test and a post-test administered using an experimental design. In quantitative research, philosophical paradigms play an instrumental role. A key goal of the paradigm is to ensure variables are controlled and manipulable so that research objectives can be met. The experiment used three games to determine if games have an impact on vocabulary acquisition among ESL students and if games are effective at improving vocabulary acquisition.

After the posttest, participants in the experimental group received a questionnaire containing eight questions. Upon receiving the responses, an analysis was conducted. The purpose of the questions was to determine whether students in the experimental group enjoyed playing games in order to learn vocabulary words. To measure the effectiveness of this experiment, the experimental group asked to fill out a short questionnaire regarding their use of games in acquiring vocabulary. In addition, they were questioned about the effectiveness of this experiment. The survey asked the students how they prefer to learn vocabulary in English classes. To determine whether the use of games in the process of learning vocabulary is beneficial.

The SPSS V22.0 was used to evaluate the students' results in the two tests. It is significant to note that SPSS Statistics V22.0 continues to enhance the predictive analytics techniques within SPSS by adding enhanced tools, outputs, as well as easier-to-use features. To increase the analytic capabilities of the software, this release focuses on: Easy to consume analytical output in addition to increasing the analytic capabilities.

3.6. DATA COLLECTION INSTRUMENT:

In the experimental setting, the teacher used the following three games with the students when working with the ESL learners:

Acting out the word game: Drama is regarded as one of the best activities for students to participate in as it promotes teamwork, enhances confidence, teaches appropriate responses, assists in the development of self-control, provides creativity development, and allows students to have fun.

Match the word with the picture game: English language learners can benefit greatly from the use of pictures that correspond to text. This is one of the strategies that can be used to help them develop their reading comprehension and vocabulary skills. For students, matching pictures with vocabulary words is one of the most enjoyable activities they can participate in. There are many ways in which this can be accomplished, such as matching pictures with words or sentences. The ability to match skills improves concentration skills and concentration, in

addition to training short-term and long-term memory as well as attention to detail, classification skills, and word development, Additionally, it helps to improve concentration skills,

The Hangman game: As the name implies, this is a game where players must guess the letters in a word that the other person has just created. It is a game in which the person who guesses the person getting hanged draws part of a picture depicting how he or she is going to be hanged, and if the picture is completed, the guessing person loses.

3.7. STUDENTS FEEDBACK SURVEY:

A survey was sent to participants in the experimental group as part of their participation in the study. This survey has been designed to find out if ESL students believe that it is effective to use games when teaching vocabulary words in English lessons. In addition, they will find out whether they find this to be beneficial. The test allowed the instructor to determine if the students benefited from the experience, and if they would recommend the experience to others when learning vocabulary in the future. As a result of the obtained data, it will be possible to address the following research question: Does using games enhance student learning?

3.8. VALIDITY & RELIABILITY:

Mohajan (2017) insists that validity is defined as the degree to which a quantitative study has precisely measured an approach, whereas reliability, or the accuracy of the instrument, refers to the consistency of the results that are consistently obtained when the same circumstances are repeated.

As a means of establishing the reliability of the vocabulary list, it was presented to male students in grade 11. They were asked if they included these words in their curriculum as part of their studies. It was confirmed by the students that they were. In addition, stability is tested using test-retest methods as well as parallel or alternate-form reliability tests. When the same participants are given an instrument more than once under similar circumstances, test-retest reliability can be assessed. In order to analyze the results of the test, a statistical comparison was made between the scores of participants in each of the tests they have taken. In this manner, the reliability of the instrument can be determined. As part of a stability testing procedure, a test-retest procedure

as well as a parallel or alternate-form reliability analysis were conducted. Testing the test-retest reliability of an instrument involves administering the instrument to the same participants under similar circumstances more than once. In this study, the participants' test scores were statistically compared for each of the times they have taken the test. In this way, the instrument's reliability was determined.

3.9. ETHICAL CONSIDERATIONS:

A key responsibility of research ethics is to provide guidelines for the behavior of academic researchers so that they can follow the rules. The implementation of ethical standards is imperative for the protection of the rights and dignity of participants involved in a study, so that ethical standards can be adhered to. Whenever human subjects are involved in research studies that are involving human subjects, it is extremely important that researchers adhere to the appropriate ethical guidelines (Ehlers 2014).

The researcher took different steps to assure the ethical considerations:

It is imperative to note that all subjects provided full consent to the study before it began. During the research process, the confidentiality of participants was protected. As a part of the research, the confidentiality of the research data was maintained at a level appropriate for the scope of the research. There was no identifiable information collected regarding participants in the research, and this was guaranteed. All efforts were made to avoid misrepresenting or exaggerating the goals and objectives of the research.

The students and the principal of the school where the students were enrolled gave their consent. In this way, the research was able to obtain ethical approval. The researcher clarified the study's purpose and steps to maintain confidentiality. To ensure the anonymity of the participants, the researcher ensured their names were not disclosed. Furthermore, the researcher designed the data on his own account. The information was accessible only to the researcher. In a separate step, it was stored on the researcher's device and protected by a password. While conducting research, the researcher refrained from mentioning any personal information or names of institutions, all of which were given nicknames to protect the privacy of all involved.

The researcher asked the school involved for permission to conduct the English language session and test for eleventh grade. After approval, data collection tools were developed, piloted, and adjusted. Additionally, the teacher informed that the information gathered will be confidential, anonymous, and voluntary. In addition, the researcher made sure to create fictional identities for the participants to ensure the confidentiality and integrity of the data.

Pilot testing was conducted to ensure that the collected data are representative of the research topic to be investigated both before and after the pre- and post-tests (Ghauri & Gronhaug 2002). This test was taken by a group of students who belong to the same community who will then discuss their performance and suggest modifications based on their experience.

A researcher ensured that all the necessary precautions are taken. This is to ensure that the study does not pose any risks to the participants because of taking part in it. Additionally, it will not cause any type of physical or psychological harm to the learners, nor will it create any legal or social issues.

CHAPTER FOUR: RESULTS

4.1: ANALYSIS AND EVALUATION OF THE DATA:

It was the purpose of this study to investigate whether games can be effective teaching tools for English vocabulary to students who are learning English as a second language. To answer the research questions, a quantitative data collection instrument was used. By comparing the pretest and post-test scores for the experimental and control groups, quantitative data was collected. Pre- and post-tests were administered at the beginning and end of the treatment sessions, respectively. In total, there were 10 points assigned to each test. Students were awarded 1 point for each correct response and 0 points for each incorrect response. Based on the grades of the students in both groups, the paired samples t-test was applied in SPSS V22.0 to compute and analyze the results. T-tests are commonly used in statistics to determine if a null hypothesis is supported or not based on the test statistic following a student's 't' distribution. Using the test, one can compare the actual difference in mean between two means with respect to variance in the data. The paired sample t test is defined as a sampling of matched pairs of similar units or a sampling of a group of units that has been tested twice. In order to obtain insights into the effectiveness of using games to teach vocabulary words to ESL learners, and how the games will affect vocabulary scores in the experimental group, the researcher will use SPSS to compare the results of pretests and posttests between the control group and the experimental group.

As a second step, the experimental group provided feedback about their opinions about using games. The survey questions were designed to reveal the experimental group's attitudes toward vocabulary games and their views on their use in teaching vocabulary.

4.1.1. ANALYSIS OF THE PRE-TESTS GRADES:

A mean score and standard deviation were calculated for both groups prior to the experiment. To assess the differences between the experimental group and the control group, a paired sample t-test was used. Table 1 presents the mean scores for the two groups in the pre-test.

TABLE 1 PRE-TEST MEAN SCORES OF THE EXPERIMENTAL AND THE CONTROL GROUP

	Mean	N		Std. Deviation	Std. Error Mean
Pair 1 Control pretest	6.9000	10		1.44914	.45826
Experiment pretest	7.0000	10		1.33333	.42164

Table 1 shows that the M of the vocabulary pre-test in the experimental group is 7 with SD of 1.33333. A MS score of 6.9 is obtained in the control group, while 1.44914 is the SD. As can be seen from these results, the level of English in both groups is almost the same, since the means are similar.

By comparing the M score of the pre-tests of the two groups, it can be concluded that they are approximately on the same level of vocabulary knowledge. Both groups completed pre-tests containing 10 vocabulary questions before participating in the experiment. The purpose of these questions was to determine whether the students had previously encountered the target words. Based on the grade comparison, it appears that both groups have approximately the same level of vocabulary proficiency.

4.1.2. ANALYSIS OF THE POST TESTS GRADES:

Following the experiment, the results of the post-test were compared. In Table 2, we provide the MS scores of the post-tests administered to both the experimental and the control groups. Using a paired sample t-test, M scores on the vocabulary post-test are compared between the two groups.

TABLE 2 POST-TEST MEAN SCORES OF THE EXPERIMENTAL AND THE CONTROL GROUP

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control posttest	7.6000	10	1.26491	.40000
Experimental Posttest	8.6000	10	1.07497	.33993

According to Table 2, the M score of the vocabulary post-test in the experimental group is 8.6000 and the SD is 1.07497. Meanwhile, the mean score of the post-test in the control group is 7.6000 and the SD is 1.26491.

It is evident from the table that there is a noticeable difference in the experimental group. In comparison with the control group, the experimental group was able to learn a significant amount of new vocabulary words based on the mean scores. Statistically significant differences are evident in the results.

4.1.3. ANALYSIS OF THE PRE-TEST AND POST-TEST GRADES FOR BOTH GROUPS:

TABLE 3 THE EXPERIMENTAL AND THE CONTROL GROUPS STATISTICAL RESULTS:

			Paired Differences					t	df	Sig. (2-tailed)
			Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
						Lower	Upper			
Pair 1	Control pretest - Control Group posttest		-.700	.483	.153	-1.046	-.354	-4.583	9	.001

TABLE 4 THE EXPERIMENTAL AND THE CONTROL GROUPS STATISTICAL RESULTS:

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Experimental Pretest Experimental posttest	-1.600	.699	.221	-2.100	-1.100	-7.236	9	.000

Based on Tables 3&4, the M scores of students in the experimental group were 1.6 point different from their pre-test scores. Comparatively, the test results of the control group students differed by 0.3000 points between the pre- and post-test. In this study, pre- and post-test results were compared between the experimental and control groups. To calculate these scores, we subtracted the pre-test result points from the post-test result points.

In order to determine whether the differences between the two groups are statistically significant, a t-test was applied to both groups. When comparing the results of the pre-test and post-test for the experimental group, the difference is significant ($t=-7.236$, $p<0.05$). There is also a significant difference between the control group and the experimental group ($t=-4.583$, $p<0.05$). The experimental group made greater progress during the experiment than the control group, based on the results of the t-test. It is important to note that the mean percentage for the experimental group is higher than that of the control group.

In the experiment, both groups made some progress, but the t-test results indicate that the experimental group made more progress than the control group. Specifically, the experimental group's mean percentage is higher than that of the control group.

TABLE 5 THE DIFFERENCE IN THE TWO TESTS FOR EXPERIMENTAL AND THE CONTROL GROUPS STATISTICAL RESULTS:

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Difference in control group results	.5000	10	.70711	.22361
Differences in experimental results	1.6000	10	.69921	.22111

According to Table 5, based on the difference between the pretest and posttest scores of the students in the experimental group, we can conclude that the M difference of the scores is 1.6000. Comparatively, the M scores for the difference in the control group are .5000. The difference between the experimental group and the control group is $1.6000 - .5000 = 1.1$. Based on this result, the traditional method of teaching vocabulary to ESL learners differs significantly from that of teaching vocabulary through games. In the experimental group, there was a significant effect of games, with an M of 1.6000, while in the control group, the M is .5000. Thus,

it is more effective and beneficial to use games to teach vocabulary to ESL learners than to use traditional methods.

4.1.4. STUDENTS' FEEDBACK SURVEY:

Are games used to teach English in your class?

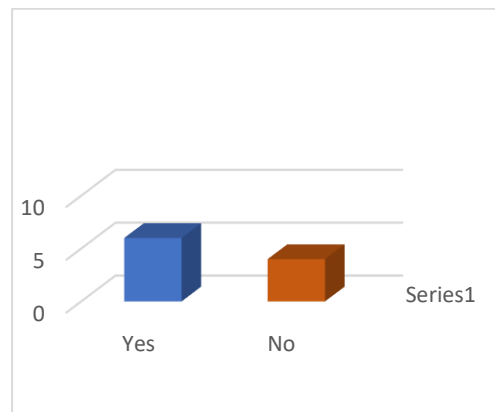


FIGURE 1 STUDENTS' RESPONSES TO THE FIRST QUESTION

It was found that 60% of the ESL students answered with 'Yes' and 40% answered with 'No'. These students believe that more usage of games in teaching vocabulary should be introduced into the teaching process. Games were found to be a favorite activity for most of the students, as indicated by these results.

Would you say that you enjoy playing games?

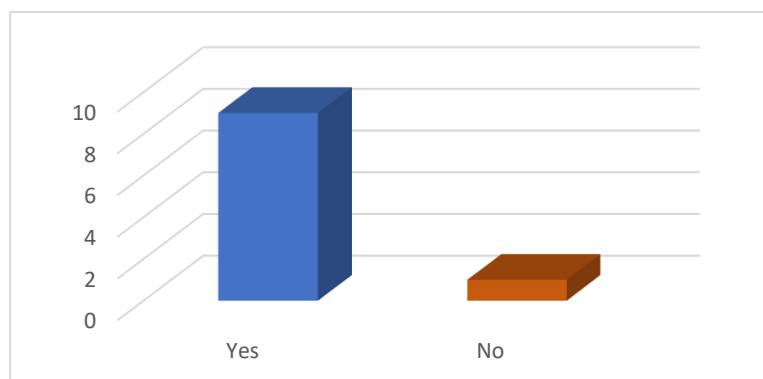


FIGURE 2 STUDENTS' RESPONSES TO THE SECOND QUESTION

90% of students answered 'yes' to the question, whereas 10% answered 'no'. According to these results, ESL students enjoyed learning new vocabulary words through games. Thus, their active participation in the learning process was increased by using this strategy.

Is it true that games help you learn more?

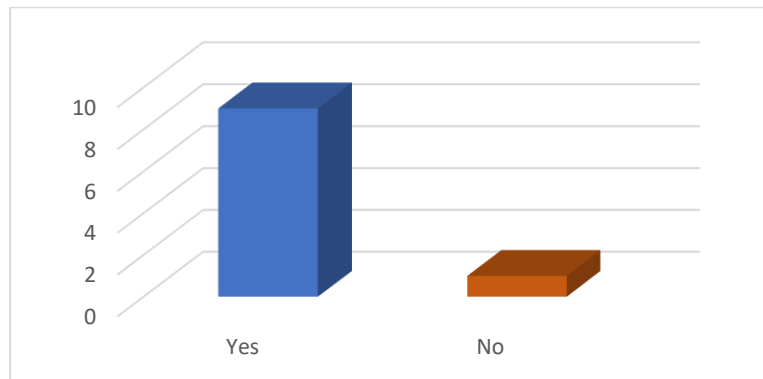


FIGURE 3 STUDENTS' RESPONSES TO THE THIRD QUESTION

In response to the question 90% of students answered 'yes', while 10% answered 'no'. In accordance with these results, ESL students believe that using games during the teaching process aids them in learning and provides an alternative method for teaching that is proven to be successful.

In your opinion, does the use of games motivate the students to learn?

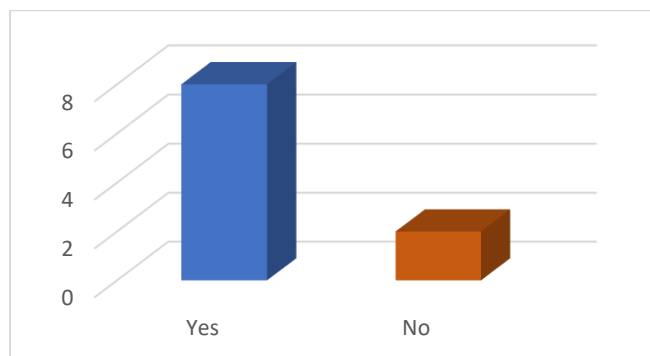


FIGURE 4 STUDENTS' RESPONSES TO THE FOURTH QUESTION

In response to the question, 80% of students answered 'yes', while 20% answered 'no'. In accordance with these results, using gaming as part of a teaching method motivates ESL students to strive harder to win the game. This pushes them or drives them to learn from the process. It is difficult to motivate students to participate in the learning process, but gaming offers an active solution for motivation and participation. Despite the difficulties of motivating students to be actively involved in the learning process, games offer an active solution for motivating and engaging them. It is anticipated that this tool will increase the level of motivation among students. As a result of this feeling of winning, the students become more motivated and actively participate in their school activities.

Since the introduction of games, have you found the vocabulary to be easier to comprehend?

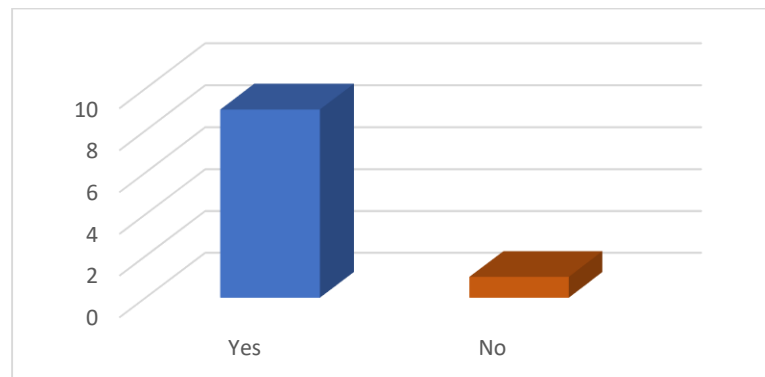


FIGURE 5 STUDENTS' RESPONSES TO THE FIFTH QUESTION

In response to the question, 90% of students answered 'yes', while 10% answered 'no'. These results indicate that ESL students find learning vocabulary words easier when using games. As far as vocabulary teaching is concerned, the results indicate that students' vocabulary learning abilities can be enhanced by utilizing a variety of activities.

Is it fun to learn vocabulary through games?

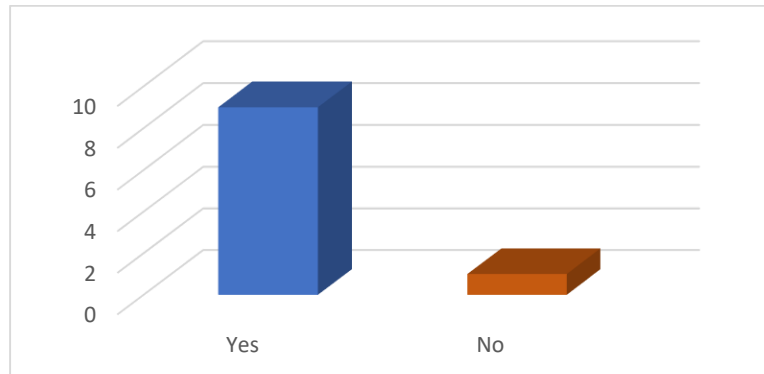


FIGURE 6 STUDENTS' RESPONSES TO THE SIXTH QUESTION

90% of students answered 'yes' to the question, whereas 10% answered 'no'. The majority of students in the experimental group expressed satisfaction that playing games helped them learn vocabulary words. It appears from these results that students are looking forward to experiencing this again in their lessons, which encourages teachers to use it as a teaching tool for reinforcement. It is clear from these results that most students enjoy competitive activities. Their interest in lessons is boosted by games, and this in turn increases their motivation.

Would you like your teacher to use more games in her lessons?

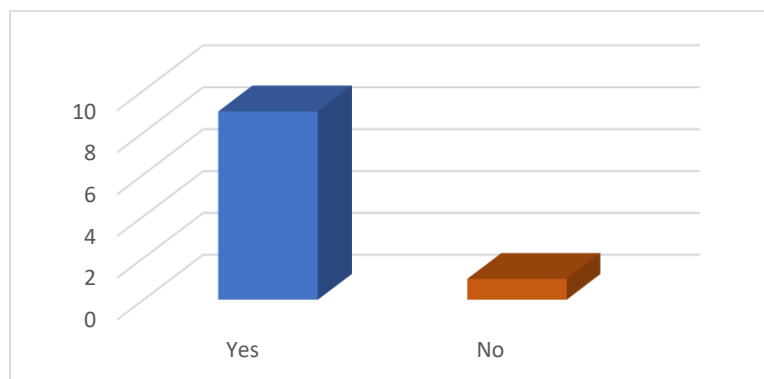


FIGURE 7 STUDENTS' RESPONSES TO THE SEVENTH QUESTION

In response to the question, 90% of students answered 'yes', while 10% answered 'no'. There is no question from this percentage that students want more games in their lessons, and this

approach is one of the most effective ways of getting them to learn and be active learners during their lessons.

Did you find it enjoyable to learn vocabulary through vocabulary games?

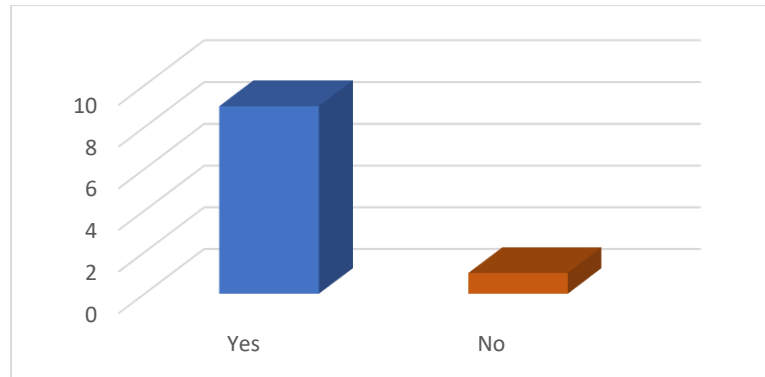


FIGURE 8 STUDENTS' RESPONSES TO THE EIGHTH QUESTION

90% of students answered 'yes' to the question, whereas 10% answered 'no'. It can be inferred that students enjoy learning vocabulary through vocabulary games since they do not become bored as a result. It is well known that learners are fond of playing games. Regardless of the game used, students simply enjoy learning by playing games.

In sum, most of the students seemed to find these games enjoyable and were satisfied with their participation. It is expected that the teacher will incorporate vocabulary games and entertaining activities into the classroom in order to make classes more engaging. In addition to creating a fun activity, vocabulary games provide many benefits, such as enhancing the quality of life, feeling better, and engaging students more effectively. Based on Tang's (2020) study, students are more likely to remember vocabulary words, to interact with each other, and to be motivated by using games to practice vocabulary.

CHAPTER FIVE: DISCUSSIONS

5. 1 DISCUSSIONS OF THE PRETEST & POSTTEST RESULTS:

The process of learning vocabulary words through games tends to be enjoyable for learners. Allen (1983) stresses in her research that "the use of word games to teach vocabulary is not intended as a pleasant way to pass the time in the classroom." Teachers are not responsible for the entertainment of their students. She added that in order for a teacher to be successful, he or she must plan effective lessons aimed at improving vocabulary acquisition in the classroom. A well-chosen game can assist students in learning certain words correctly, as well as convey to them the importance and necessity of certain words, since the game objective cannot be achieved without them. Several research studies have been conducted on the teaching of vocabulary through games. During the implanting of games in teaching ESL students' new vocabulary, the present study found that using vocabulary games in the classroom was effective and created a cooperative classroom environment. Lewis (1999) insists that playing games provides benefits to students, since they arouse their interest in learning a new language, require them to engage in an educational environment, and provide them with the opportunity to interact with classmates during class time.

Using the tables, we were able to compare the M for the pre- and post-tests for the control group. During the pre-test, the M was 6.90, and during the post-test, it was 7.60. Additionally, the T-test value was -4.583. Therefore, the fact that the mean score of the control group almost remained unchanged is statistically insignificant, and the conventional teaching method did not have a significant impact on the students' overall performance.

Analyzing the pre-test and post-test M of the experimental group based on the tables. The M of the pre-test was 7.0 and the M of the post-test was 8.60. Further, the T-Test value was -7.236, which indicates that the mean score of the experimental group has shifted and changed statistically, and that games are effective as a teaching method for ESL learners, and that this method has a significant impact on the students' performance.

In accordance with tables 3 and 4, a comparison has been made between the control group and the experimental group. The M in the control group was -.700, while the M in the experimental group was -1.600. Additionally, the T-Test value for the control group was -4.583, while the T-Test value for the experimental group was -7.236, thus showing that there is a considerable difference between the two groups. This indicates that the use of games has benefited the experimental group in a positive way, and that games may be used effectively to teach vocabulary to ESL students.

The findings of this study suggest that vocabulary games can be a valuable teaching tool in the teaching of ESL. The use of these activities in the classroom is quite useful, and they are a vital part of the English curriculum. Bahri (2008) agrees that games are suitable for intensive sessions of reviewing, and some of these games allow you to reinforce a considerable amount of vocabulary and grammar in a short period of time. Using games in the classroom can be very useful for teachers who want to promote the educational capacity of their students (Sylla,2010). It is essential to keep in mind that using games in our classes helps students gain self-confidence.

Also, games can be used to control lessons easily. As the organizer of the game, the teacher has the ability to design or modify the game from beginning to end. The teacher will be able to find the form that will be most beneficial to ESL students. Bahri (2008) asserts that games can be used to control classroom atmosphere; for example, if the students are getting out of hand, the teacher could use relaxing games to help them calm down. In contrast, if the students are not sufficiently engaged in the lesson, the teacher may wish to practice energetic and lively games to revive the students. There is also evidence that teachers are able to teach target words more effectively. By playing games, teachers can assist students in pronouncing new words correctly and utilizing them in their daily lives.

5. 2 DISCUSSIONS OF SURVEY FEEDBACK:

According to the feedback from students, games can provide a more enjoyable teaching environment, which can help teachers create a more conducive learning environment. In his study, (Bahri 2008) states that playing a game has a function, an aim, and that in order to play, students must speak. This encourages them to engage in meaningful communication rather than

simply repeating things back to each other mindlessly. Due to this, they are interested in learning more than before. Further, Carrier (1985) states that games are vital to ESL teachers because they provide students with a less formal environment in which to apply their skills".

It is possible to retain vocabulary words for a longer period by using games. Their favorite activity is playing games, which they want to engage in continuously. The words they learn from games do not fade away, since games remind them of the words they have already learned. Bahri (2008) argues that students would remember vocabulary words better if they were taught through games. Based on the findings of this study, it was found that games are more effective and practical than traditional methods for teaching vocabulary to ESL learners. In support of this statement, Bakhsh (2016) points out that games build the ability for interaction and talk, indirect learning, and creative use of language resources.

It is critical to remember that learning methods refer to the ways in which you acquire, absorb, and comprehend information. There are many factors to consider when delivering learning to a student. These include how they can retain the information, connect it to their environment, and make use of it in the future. In terms of fulfilling these requirements, there is no doubt that games are able to do so. In his study, Wechselberger (2013), insists that whenever games are used in classrooms, students feel relaxed and comfortable. Students who are shy may feel more comfortable participating when other students participate in a specific activity with a group of students. Furthermore, games promote communication skills, such as speaking, listening, and understanding. Moreover, games facilitate social interaction and enhance team spirit among students. In addition, games provide both teachers and students with the opportunity to engage in a positive learning experience. There is an increase in creativity in the teaching methods used by lecturers, and students become more active and creative in answering questions as a result. As a result, games can broaden the scope of one's thinking in many ways. Games have a few advantages over other learning methods, including building a student's intellect, increasing their skills, and facilitating their ability to absorb information.

This study demonstrated that ESL students are able to acquire new vocabulary through games as they learn English as a second language. The use of games can benefit students in the learning process in terms of academics, cognitive abilities, and emotional well-being. As a result,

gamification has been found to be effective in teaching vocabulary to ESL learners and is more effective than traditional methods of teaching vocabulary.

Clearly, it is essential that teachers consider the kinds of games that are likely to attract and fit the interests and abilities of their students. In addition, teachers should consider how to embed information efficiently into games and activities that are age-appropriate, based on their students' abilities, interests, or abilities. Teachers should learn the correct way to use games to convey information, as they are a sufficient means of delivering information. As a result of using games to motivate students to become active learners, it can be concluded that games have a positive impact on the acquisition of vocabulary among ESL students.

The students' feedback survey in this study revealed that they enjoyed playing vocabulary games. Student learning is promoted by games because they inspire students and relieve dullness. The use of games in the classroom creates a competitive atmosphere that enhances teaching and learning. Communication and discussion are enhanced during games. As a result of this, incorporating games into the class in order to cater for the needs of ESL students provides a pleasant learning environment for them.

Richard & Amato (1988) found out that games can reduce anxiety, facilitating input acquisition. In addition, the results of this research suggest that students enjoy competition, partnership, and participating actively in games and performances. It is imperative to keep in mind that students are usually kinesthetic and prefer to engage in physical activity throughout the class. Cameron (2001) notes that games can help change the direction of a classroom and keep students motivated. Communication is encouraged between the students, the vocabulary of the students is improved, and students can act freely when they are interacting. Consequently, they will be able to make up for their lack of knowledge by addressing their weaknesses. Finally, they can be used to accentuate the vocabulary acquired during previous units.

5. 3 CONCLUSIONS:

For a long time, vocabulary learning has been considered a dull subject, and traditional methods such as copying and memorizing have not been effective at all. It has been demonstrated that games can contribute to vocabulary acquisition when they allow students to learn, practice, and

review the English language in an enjoyable environment. Playing vocabulary games is one effective and interesting method of learning vocabulary that can be used in any classroom. As a result of this research, it appears that games are not just used for fun, but also to acquire vocabulary for ESL learners. This will hopefully improve the vocabulary of ESL students.

It is critical to emphasize the findings of this study at this point. Using this study as an example, we provide an alternative method of learning. As a result of this alternative method, learners will not forget the newly learned vocabulary, and they can continue to use it for an extended period after acquiring it. If the ESL learner keeps recalling the game, he will not forget it. By using games to teach vocabulary words, the learner will first remember the games, then remember the words used in these games. Vocabulary games enable students to recall target vocabulary more easily. Allen (1983) argues that games are beneficial because they can make students believe that certain words play an instrumental role, since they are essential to the game's objective. It is no secret that students enjoy competitions, particularly if there is a reward at the end of the event. As a result of the Games, they experience this pleasure, which has a positive impact on their learning abilities.

Upon applying the research tools and answering the research questions posed at the beginning of the study, the researcher has come up with several conclusions that will either enhance future studies or, at the very least, provide some insight into the use of games to teach vocabulary to ESL learners. The conclusions that the researcher draws from the findings of the study are:

Firstly, in comparing the outcomes of both experimental research and non-experimental research groups after their posttest was conducted, it was obvious that the experimental research group was able to improve its results more than the non-experimental group.

Secondly, it is difficult to determine which games are suitable for students depending on their age. In general, it depends on the students' English level, and if they understand the game, they will have no trouble playing it. Furthermore, using vocabulary games in the classroom can be beneficial for teaching unknown words to students. This is because it creates a fun and exciting atmosphere in the classroom and reduces some problems. A lack of motivation is one of the most common problems encountered by teachers in the classroom. Nicolson & Williams (1975)

assert that games may be used in situations where conventional approaches cannot be used, where attention is difficult to obtain and difficult to keep, games may be effective.

Thirdly, take into account that games should be used when they are designed to teach, practice, and review vocabulary in a foreign language. This is to say, when they are used as a pedagogical tool. There is always a tendency among students to enjoy more humorous and creative classes. In classes where students are constantly engaged, there is a greater likelihood of enhanced learning and better performance.

Fourthly, using games to assess students' knowledge is an effective method of evaluating their knowledge. The teacher assesses various aspects of the student's performance while they play games without feeling the pressure of being observed and evaluated. Students were found to achieve better results when playing games than when composing texts. In addition to knowledge, teachers evaluate other aspects of students' behavior while they play games, such as their social interactions. The teacher evaluates a student's interactivity, their active participation, their communicative ability, their ability to cooperate with others, and their ability to move. Moreover, since games in education are strange tools for students and teachers, it can provide an unusual source for education. Learning can be fun when you play games, so your students are willing participants rather than only there because they are required to be (Bahri 2008).

Another interesting issue noticed in the experimental group was observed that both the students and the teacher were satisfied with this educational process in the experimental group. An entertaining game like this allows the teacher to take an active role in the lesson.

It is undeniable that the role of games plays an influential role in the teaching of vocabulary. Further, it provides shy students with a wider range of expressive options, as well as being highly motivating and entertaining (Hansen 1994). Although the students are supposed to learn the words that will help them win the competition, they are unaware that they have already learned those words. One of the most effective ways to motivate students to learn languages is to play games in the classroom (Yolageldili & Arıkan 2011). Students will be relieved since they want to participate in learning activities as well. Their creativity and imagination draw them to acquire vocabulary subconsciously, so teaching them requires a minimum effort.

Therefore, it is possible to conclude that the findings of this study provide positive answers to the research questions. The t-test revealed significant differences between the two groups in the vocabulary tests, as previously stated. Based on these results, it appears that vocabulary games can be effective in teaching vocabulary to 11th graders.

There is a strong relationship between games and the learning vocabulary process. The use of games in teaching vocabulary provides teachers of English as a second language with the opportunity to establish a beneficial classroom environment. Students learn more when learning is fun and enjoyable (Celce-Murcia & Macintosh 1979).

1-How effective are games in teaching vocabulary to ESL learners?

Providing students with the opportunity to play games may make the learning process easier and more efficient. Furthermore, games enable students to participate in friendly competition, attract attention, and raise motivation in the classroom. In their opinion, vocabulary games provide students with real-life dialogues, structures, and situations that enrich their communication abilities. A game-based approach to learning English vocabulary is an effective and engaging method of learning the language. As a result of this study, it was concluded that vocabulary games play an influential role in the teaching of vocabulary to students who are learning English as a Second Language. By utilizing vocabulary games, they help to make vocabulary teaching much more effective.

2-Are games more effective at helping students learn vocabulary than the traditional way?

The researcher attempted to use vocabulary games to make vocabulary teaching more effective. This is because the purpose of this study was to demonstrate that vocabulary games play a significant role in the teaching of vocabulary. There are many methods available in English lessons for teaching and learning vocabulary, but one of the most effective and useful methods is the use of vocabulary games. Due to this, they are an integral part of any classroom. According to Nguyen & Khuat (2003), many teachers in the past considered vocabulary learning as ineffective or a time-wasting activity and viewed games as simply recreational activities. As a result of their research, they found that vocabulary games play an important role in the acquisition of new vocabulary.

3-Does the use of games contribute to the acquisition of new vocabulary?

Taking into consideration all the literature reviews mentioned above and the responses of the students who took part in the experimental group, this question can be answered. Using games for teaching English as a Second Language students is an effective method in achieving this goal, and it is a new technique that can be used to motivate them to acquire new vocabulary.

4-Does the use of games result in a pleasant learning environment for students?

There was a great deal of satisfaction and enjoyment among the students as they participated in these enjoyable games. It is expected that teachers will use vocabulary games and entertaining activities to make their classes more engaging. Vocabulary games have many advantages, including a good time, a feeling of well-being, and participation in activities. Additionally, it creates an atmosphere that is pleasant for students.

5. 4 RECOMMENDATIONS:

A main recommendation associated with this study is that teachers should incorporate games into their daily school activities. This will help to break up the routine and help ESL learners acquire new vocabulary words. In addition to taking into account all of the advantages that have been highlighted throughout the course of this study, the ability of students to have a positive attitude toward games should also be considered. The importance of teachers understanding that games are a necessary component of classroom instruction cannot be overstated. There should be no view of them as separate activities, as a means of breaking the ice, or as a means of wasting time. There is no doubt that games are highly motivating for students, and motivation plays an influential role in making learning meaningful for students.

As a result of this study, alternative methods may be developed to teach vocabulary to ESL students learning vocabulary, as well as to teachers teaching English in the United Arab Emirates.

There is the possibility that this study could be used as a resource by its readers in the future. In addition, we expect that this study will provide the reader with a variety of references and information that will enhance his or her understanding of how to teach vocabulary through

games to students, particularly those learning English as a second language. In addition to this, it is also possible that the use of vocabulary games may become a point of reference for teachers when they are teaching vocabulary for ESL students or English as a second language learners as well as a point of reference for students.

The research conducted in this study may serve as a reference for other researchers who may be interested in investigating the use of games to teach vocabulary words in English as a second language with learners from the United Arab Emirates.

There is a recommendation to examine different types of games in order to come up with the most effective games to teach vocabulary to ESL students. Since each game impacts students in a different manner, we should devote some time to analyzing the various types of games.

In the present study, the experimental group only received one session of treatment during the study. Due to this, it is recommended that this treatment be continued for a sufficient period to achieve the most beneficial results. There is a need to conduct a long-term study to ensure that we can achieve long-term results, to make sure that the system is sustainable.

There is no fixed amount of time that needs to be allotted to games in order to introduce or strengthen a particular topic through the use of games. Therefore, it would be an excellent idea to study this in more detail. This will enable us to come up with a specific amount of time to be used for games in the context of teaching vocabulary to ESL learners. In addition, as a result of playing games, noise was created in the experiment, which may have adversely affected participants' understanding. This should be controlled and addressed in future research.

Future researchers may find it beneficial to investigate whether the use of games and collaboration among students is effective at improving students' vocabulary. Therefore, students must develop both receptive (listening and reading) as well as productive skills (speaking and writing), while emphasizing the importance of developing their vocabulary in order to attain this.

Further research should be done on this topic from the perspectives of both English language learners and English language teachers. In addition, it is advised that a larger sample of

participants is used in the study. This will help in eliciting more information about the performance of the participants. It will also help in eliciting their thoughts and opinions toward improving the educational system and methods of the United Arab Emirates.

5.5 LIMITATIONS OF THE STUDY:

The study had several limitations, including geographical location, the sample size, the lack of game resources with simple commands, and the lack of language learners of different levels from different schools. There should be a repeat study with a larger sample size, including more than one level of language study as soon as possible. Another issue is the participants' ages: The study should take into consideration different levels and ages in order to make comparisons between them. In addition, all participants in the study were female.

There was only one session of the experiment, and it should be extended to test whether long periods of time influence the results. In addition, more games should be included in the research.

Knowledge of the games: If students were familiar with the games, they would spend less time trying to comprehend specific vocabulary. Thus, this indicates that the performance tests are more effective when the focus is intense and unrestricted.

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APPENDIX

Letter of Consent

Dear Participants,

Currently, I am completing my Master of Education in TESOL at The British University in Dubai, where I am conducting research for my master's thesis. A brief description of my research is provided below:

My master's thesis will examine the effectiveness of games as a teaching tool when it comes to teaching vocabulary to young learners. There is no doubt that teachers face many challenges when teaching English as a second language in today's classrooms, and in particular learning vocabulary. A part of the ESL curriculum is the requirement that students comprehend and integrate new vocabulary words into their writing and speaking. The traditional method of teaching this content is used in the classroom. In order to make learning easier and more enjoyable for students, games can be used to make learning easier and more enjoyable. Considering the difficulty of teaching vocabulary, I will examine the impact of using games on the acquisition of short vocabulary. It is my belief that both teachers and students will benefit from this initiative.

I would like to get your permission to conduct my research study in your respected school. After administering a pre-test to every student, then the experimental group will be taught vocabulary through games and then a post-test will be administered (which may take approximately 40 minutes).. The study will collect data from the pre-test and post-test results. All data will remain confidential. The name of participants will not be used in the study. Access to data will be restricted to the researcher. A secure storage system will be established once all the data has been collected.

Your contribution is essential to the success of the study. There is no obligation for you to participate, and all answers will remain confidential and anonymous. You are free to withdraw from the study at any time, even if you have already started.

The participation in the experiment will be considered as a confirmation of your willingness to participate in this study. If you would like to receive more information about the study, please contact me at 21002151@student.buid.ac.ae

Thank you,
Ahmed Al Sarabi
Master of Education (TESOL Department)
The British University in Dubai.

LETTER OF CONSENT

Dear School Principal,

Currently, I am completing my Master of Education in TESOL at The British University in Dubai, where I am conducting research for my master's thesis. A brief description of my research is provided below:

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Thank you,
Ahmed Al Sarabi
Master of Education (TESOL Department)
The British University in Dubai.

STUDENTS FEEDBACK SURVEY

Objective: To collect information to determine if the use of educational games as an effective didactic resource motivate the English classes. Instruction:

Carefully read each question and circle the option that you wish.

No need to write your name for this survey.

1. Are games used to teach English in your class?

Yes

No

2- Would you say that you enjoy playing games

Yes

No

3- Is it true that games help you learn more?

Yes

No

4-In your opinion, does the use of games motivate the students to learn?

Yes

No

5- Since the introduction of games, have you found the vocabulary to be easier to comprehend?

Yes

No

6- Is it fun to learn vocabulary through games?

Yes

No

7- Would you like your teacher to use more games in her lessons?

Yes

No

8- Did you find it enjoyable to learn vocabulary through vocabulary games?

Yes

No

Concept Vocabulary Pre-Test

Grade 11

Required

1. People often become when they believed others are trying to manipulate them.

(1.5 Points)

- ☐ psychological
- ☐ positive
- ☐ offensive
- ☐ optimistic

2. The director's new film is a thriller and I found it extremely suspenseful.

(1.5 Points)

- ☐ outcome
- ☐ psychological
- ☐ contradict

3. Your sister will probably be unhappy, if you continue to her.

(1.5 Points)

- ☐ encourage
- ☐ motivate
- ☐ contradict

4. A mentor should try to a student to perform well.

(1.5 Points)

- ☐ contradict
- ☐ motivate
- ☐ encourages

5. In spite of all his, she was able to draw a smile on his face.

(1.5 Points)

- ☐ distress
- ☐ happiness
- ☐ enjoyment

6. Sara was to the bonus: she earned it by working on holidays.

(1.5 Points)

- ☐ contradict
- ☐ entitled
- ☐ motivate

7. The blue jay, with its loud and flapping wings, scared the other birds away from the birdfeeder.

(1 Point)

- ☐ trill
- ☐ contradict
- ☐ entitled

Concept Vocabulary Post-Test

Grade 11

Required

1. People often become when they believed others are trying to manipulate them.

(1.5 Points)

- ☐ psychological
- ☐ positive
- ☐ offensive
- ☐ optimistic

2. Your sister will probably be unhappy, if you continue to her.

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- ☐ encourage
- ☐ motivate
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7.The blue jay, with its loud and flapping wings, scared the other birds away from the birdfeeder.

(1 Point)

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Submit

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