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Submitted and defended by:

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**The Impact of Using Educational Games in Enhancing Learners' Lexical  
Competence**

**The Case of Fourth-Year Pupils at Omar Bennara Primary School in  
Elkantara Biskra**

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## **Declaration**

I, **Bouslah Khaoula** declare that the thesis entitled: The Impact of Using Educational Games in Enhancing Learners' Lexical Competence is my own work and contains no materials that have been submitted previously for any degree.

This piece of research was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

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## **Dedication**

To my parents who are always supporting me to pursue my dreams without hesitation. Thank you for always selflessly putting me first. I am forever grateful.

To my sisters **Amina** and **Kanza** To my beloved brother **Nouh** for support and encouragement

To my nephews **Abdelhamid, Soundes, and Amir**

To my aunts, **Sabah, Ghania, and Fatima**

To my beloved uncle **Houssin**

To my cousins **Ilham, Soufian,** and my soul mate **Fayza**

To my best friends my second family **Selma, Asma,** and **Youssra** with whom I shared my happiness and my wonderful moments

To my friend my supporter **Houssam Eddine** who helped in this dissertation

To my fiance **Aymen** who has encouraged me on my educational trip

To everyone and anyone who has been supportive and wished me success

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## **Abstract**

Vocabulary is one of the key components that contribute to the improvement of the four language skills (listening, speaking, writing, and reading). The majority of pupils have trouble remembering new terms. Thus, building a large vocabulary load has always been a difficult task, making learning a foreign language even more difficult. This study has adopted a quasi-experimental research approach to examine the effect of using educational games to improve 4<sup>th</sup> year primary school pupils' lexical competence. Two data collection tools were employed. First, an experiment was undertaken with thirty-seven (37) participants of 4<sup>th</sup> year primary school pupils using a pretest and posttest design. Furthermore, a structured questionnaire was administered to thirteen (13) teachers from different primary schools to unveil their points of view and attitudes towards using games in the classroom. The research findings revealed that the use of educational games proved to be effective in improving pupils' vocabulary proficiency. Additionally, the findings of the questionnaire showed that teachers had positive attitudes towards the use of games as teaching aids during the learning process.

**Key words:** educational games; teaching vocabulary; English; primary school

## **List of Abbreviations and Acronyms**

**EFL:** English as Foreign Language

**FL:** Foreign Language

**L1:** First Language

**L2:** Second Language

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الملخص

## **General introduction**

In the last two years, the Algerian Ministry of Education stated that the English language must be added to the curriculum for the primary stage. The inclusion of English in such an early schooling leads teachers to encounter various challenges of different nature. Among these obstacles, teachers did not know well how to teach vocabulary to young learners and motivate them to acquire new lexis and be able to retain and use it when needed. Making learners memorize and remember vocabulary is indeed a very hard task, especially, when the learners are too young (children) and they are learning the language for the first time along with another foreign language which is French. This makes the task of teaching vocabulary a more hard experience for both teachers and pupils.

The techniques of teaching vocabulary vary from one teacher to another. Generally speaking teaching vocabulary depends on teachers' methods of presentation and revision. The effective teaching method entails teaching through an enjoyable and motivating way such as the use of educational games as an instructional material that would motivate pupils and promote their interest. In general, games are a frequent method of understanding and learning that make the children to develop their mental structure (Gürün, 1984). Moreover, educational games are the easiest and the most funny way to get the learner memorize and remember new terms, because of the many times they face them in games (Toma, Alexandru, Dascalu, Dessus, & Trausan-Matu, 2017) which means, one word may be repeated in several games. In addition, using games in order to learn new words is very important to the learners, because it reduces the shyness of the learner and make him more motivated through his participations, this was confirmed in the study of Salavati and Salehi (2016).

Furthermore, game makes the lesson pleasurable since vocabulary concurred the groundwork that relate the four language skills with each other ( speaking, reading, writing and listening ) (Wulanjani, 2016), so the teachers are advised to use the appropriate vocabulary game and make the context of the courses and games related to each other.

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

One of the main important things that helps in enhancing the four language skills (listening, speaking, writing and reading) is vocabulary. The majority of learners face difficulties in memorizing new words, which means that learning vocabulary can be a source of an unpleasant memories for many people. Thus, it is not simple to acquire a

substantial amount of vocabulary which makes the foreign language learning process even harder. Despite, the difficulty of this task, many teachers use the old methods of teaching vocabulary; one of these techniques is to make the learner learn lists of words that are associated with reading texts and their meanings. However, these kinds of methods are not always suitable for young learners (children), who encounter the language for the first time because, this method will be too hard and less interesting, if not boring, for them.

It is true that games can be a significant source of motivation in every child's life, so the use of games could be a great way to motivate learners to retain new vocabulary, and thus it is crucial for the teachers to choose the right techniques to achieve their objectives. Moreover, the use of games in learning vocabulary can lead to positive attitudes and increased motivation. In addition, learning vocabulary in a foreign language is made easier by games that help and encourage many learners.

Teachers create contexts where the target words are useful and meaningful through the help of games; they bring fun for learners, and the most important is to make the learner to retain new words at a faster pace.

## **2. Research Question**

**Q1:** What is the effect of educational games on primary school pupils' vocabulary learning?

## **3. Research Hypothesis**

Based on the previous research question, we suggest the following research hypothesis:

If teachers use educational games to teach vocabulary, pupils' lexical Competence **would** be enhanced.      Change it

## **4. Aim of the Study**

The aim of this study is to investigate the effectiveness of educational games on primary school pupils' vocabulary learning.

More specifically, this research aims to

- Determine whether educational games improve learning vocabulary for primary school pupils in Algeria.
- Determine the extent to which the educational game improves primary school pupils' vocabulary learning.
- Determine whether or not the educational games help motivate primary school pupils to learn.

## **5. Research Methodology**

The aim of this quasi-experimental research is, to examine the effect of using educational games to improve primary school pupils' lexical competence. Therefore, to meet this end the present research employs a mixed-method approach based on quantitative and qualitative data.

### **5.1. Data Collection Tools**

In order, to answer the research questions and test the validity of hypothesis, this study used two data collection tools; namely, pre- and post- test and questionnaire, the pre-post testing involves testing a repeated measures group design that deals with one group of pupils for many times to examine the impact of games on their learning. In addition, a structured questionnaire, will be administrated to the teacher of that group to unveil their view points and attitudes towards the use of games as educational to improve pupils' lexical competence.

### **5.2. Data Analysis and Procedures**

In order to analyze the quantitative data gathered after testing the pupils, the researcher will employ paired t-test to compare of the control group before and after the pretest and the posttest. Moreover, Google forms was used to create the questionnaire and collect responses directly into Google Sheets.

### **5.3. Participants and Sample**

The population of the present study consisted of fourth-year pupils at Omar Bennara Primary School in El-Kantara, Biskra. From the whole population, thirty-seven (37) participants were randomly chosen. The rationale behind the selection of this level was based on the fact that the fourth-year pupils have already dealt with the language before, so at least they have a small vocabulary knowledge of the language. Thus, the strategy that will be used may be more effective on them than on other levels.

## **6. The Significance of the Study**

Vocabulary is a basic aspect in learning any foreign language because the limited vocabulary makes communication process very hard. It is considered as the central knowledge to communicative competence and to the acquisition of second language ( Schmitt, 2000, p.55). Vocabulary acquisition is crucial for the effective use of second language, and is involved in the creation of coherent spoken and written texts (Nation, 1999).

Moreover, children play games because they like doing so, however young learners might engage, explore, and experiment with their environment through games, also playing games give the children more drive and serves as a stimulant and incentive to utilize the language (Lewis, 1999). Therefore, games may play an important role in teaching vocabulary to young learners (Vernon, 2009), they make children learn very fast while having fun, they also reduce stress in children by offering a relaxed atmosphere in classroom (Uberman, 1998).

Furthermore, children have a strong memory and their imagination is always ready to acquire new items. Young learners are adept at interpreting meaning even when they do not fully grasp word meanings, they learn indirectly rather than directly and creatively apply the limited terminology their familiar with.

Thus, this is what makes the current research worth to be studied.

## **7. Structure of the Dissertation**

This dissertation is divided into two parts; the first part represents a theoretical background and the second is devoted to the practical part.

At first, the first chapter is named Using Games to Teach Vocabulary to Primary School Pupils. It is divided into two sections; the first section dealt with the dependent variable; namely, Teaching Vocabulary. It discussed the definitions and types of vocabulary, vocabulary learning strategies and teaching techniques, the importance of teaching and learning vocabulary, teaching vocabulary to young learners. In addition, this section tackled the selection of vocabulary based words frequency, usefulness, and



difficulty.

Subsequently, the second section discussed the dependent variable; namely, Using Educational Games to Teach Vocabulary to Primary School Pupils. It started with identifying some definitions of a game, with mentioning teachers' role. Moreover, it shed light on the effectiveness of educational games on vocabulary learning. Therefore, this section explained reasons of using games in teaching young learners on one hand, and it explained the importance of games in teaching vocabulary to young learners on the other hand. This section concluded with game selection and game playing steps, and types of games. Moreover, the second chapter represents the fieldwork. It tackled research methodology, data collection, analysis and the interpretation of the results.

## **Chapter one: Literature Review of Using Games to Teach Vocabulary to Primary School Pupils**

### **Introduction**

Vocabulary learning is considered as one of the important basics in learning a foreign language. However many learners face difficulties to remember or to memories vocabulary especially when they are too young. Therefore, many scholars, teachers and language educators try to find a useful techniques to make the process of learning vocabulary and using them later on an easy task for foreign language learners and particular for young learners. Since, children prefer to learn while having fun, this research focuses on using games as educational tools that would promote learning. Henceforth, this chapter is divided into two sections. The first section discusses Teaching Vocabulary to EFL Classes. The second section, on the other hand, tackles issues related to the use of games in teaching vocabulary to primary school pupils.

### **Section 1 : Teaching Vocabulary to EFL Classes**

#### **1.1.1. Some Definitions of Vocabulary**

The notion of vocabulary, as stated in The Cambridge Advanced Learners' Dictionary (2008), encompasses the entirety of words an individual possesses and employs, as well as the entirety of words within a specific subject or language. Hatch and Brown (1995) provided a similar definition, asserting that vocabulary refers to a specific collection of words an individual is acquainted with and can utilize within a language. These definitions may initially suggest that vocabulary is a straight forward and uncomplicated concept. However, this perception is short lived once one considers the fact that vocabulary extends beyond mere individual words. In essence, vocabulary encompasses not only individual words, but also various phrases, idioms, sentences, and group of words.

Diamond and Gultlohn (2006) argue that vocabulary refers to the understanding of words and their meanings. This implies that in order to achieve

comprehension and proficiency in a language, it is essential to establish a solid foundation in vocabulary. Additionally, learners is capable of effectively using and applying a word in different contexts, speaking, writing, and pronouncing it accurately, they possess a deep understanding of that word.

According to Hubbard (1983), vocabulary can be described as a potent conveyer of significance. Additionally, several scholars present more intricate explanations regarding vocabulary. As stated by Nation(2001), an understanding of vocabulary entails recognizing the spoken version of a word and comprehending it both within and outside of its given context, rather than making assumptions

In Henriksens' (1996) definition vocabulary knowledge is an accurate comprehension, it provides target language paraphrases, and managing definitions in multiple-choice tasks, also in translating lexical elements into (L1).

Wilkins (2002) confirms that vocabulary is the first and the most important step in learning any language, because it is very essential in covering messages. Additionally, grammar it is not enough for acquiring any foreign language. However, the use and the understanding of the language will be more difficult when the learner lacks vocabulary. "Without grammar very little can be conveyed, without vocabulary nothing will be conveyed" (Wilkins as cited in Thornbury 2002,p.13).

Carter (1998) stated that a term can be defined from two different aspects, which are the semantic and the orthographic aspect, from the semantic aspect the word is "a minimum meaningful unit of language" (pp.4-5). From the orthographic aspect a word is a section of letters, including hyphens and apostrophes, separated by spaces or punctuations marks. Thus, a term is a collection of letters which are structured in a certain order to convey meaning.

The Oxford Advanced learners' Dictionary (online version,2011) defined vocabulary as " all the words in particular language, or all the words that a person know or uses".

### **1.1.2. Types of Vocabulary**

Hiebert and kamil (2005) define vocabulary, as the learners should have a knowledge about words' meanings. They stated that words haves two different forms, which are (print and oral) or types (receptive and productive). The print vocabulary is

a set of vocabulary in which its meanings is understood through writing and reading silently. While, the oral vocabulary, the learners understand the meaning of a word when they read or speak orally.

### **1.1.2.1.Receptive Vocabulary**

Receptive vocabulary include terms that students can comprehend but are not required to utilize ( Tschirner, 2004 as cited in Ferreira, 2007). It consists of two categories:

#### **1.1.2.1.1. Listening Vocabulary**

The first category of receptive vocabulary constitutes to be a part of vocabulary knowledge from birth since new born hear voices and receive them (Types of Vocabulary, n. d.).

#### **1.1.2.1.2. Reading Vocabulary**

Words found in reading texts are included in this category of vocabulary for students. When reading, students may recognize a large number of words without actually utilize them. Therefore, reading helps students develop a wide vocabulary basic (Types of Vocabulary, n. d.).

### **1.1.2.2.Productive Vocabulary**

It also called active vocabulary, it refers to the spoken and written form of words used by the students; hence, productive vocabulary involves speaking and writing abilities (Wesche & Paribkt, 1993 as cited in Ferreira, 2007, p.15). There are two categories of productive vocabulary:

#### **1.1.2.2.1. Speaking Vocabulary**

This particular category of vocabulary that is productive in nature pertains to the spoken form of words. However, the vocabulary that learners employ when speaking is of a smaller quantity compared to the vocabulary used when listening. Therefore, numerous factors are intertwined with the act of speaking, which can aid students in comprehending one another, including facial expressions, intonations, and pitch (Types of Vocabulary, n. d.).

#### **1.1.2.2.2. Writing Vocabulary**

It refers to the written words that used in texts. In one hand, spelling considered as one of the main steps in writing texts since it allows to the writer to write clearly and makes it easier to the reader to understand what the writer is trying to say. While on the other hand, transforming information and emotions through writing is more challenging task compared to speaking, primarily due to the absence of intonations and facial expressions (Types of Vocabulary, n. d.).

It is more challenging to acquire a productive vocabulary in a foreign language compared to a receptive one (Ferreira, 2007). According to Waring (1996 as cited in Ferreira, 2007) learners who learn words receptively take less time than those who learn them productively. That means, words used by teacher are easily learned and understood by learners.

Additionally, Melka (1997, as cited in Ferreira, 2007) argued that the disparity between the understanding of words in a receptive manner and the ability to use them in a productive manner is like a straight line and represents a continuous spectrum of knowledge. French and Phillipson (1984, as cited in Ferreira, 2007) asserted that the acquisition of vocabulary cannot be attained in the absence of comprehending the meaning of words and lacking the ability to employ it for beneficial purposes. Thus, the acquisition of vocabulary is the process that is closely connected and dependent on the other activities.

#### **1.2.2. Vocabulary Teaching Techniques**

Vocabulary teaching is frequently organized in a deliberate manner wherein the teacher choose for particular vocabulary to be imparted. Generally, high frequency words are chosen, while the incorporation of informal language and idiomatic expressions is limited. In their demonstration of lexical terminology, the use of synonymy, antonyms, and definitions. The latter (definitions) can be expressed explicitly or implicitly conveyed through vocabulary modifications, as demonstrated by Chaudron (1982), who asserts that implicit definitions are significant constituents of teacher discourse.

Furthermore, vocabulary instruction may also transpire in an unplanned manner; this occurrence transpires when there arises a need within the classroom for words that were not previously anticipated, or expected. It is common for learners to

inquire about terms' meaning or the word that best reflects a certain meaning during a second language or foreign language (FL) class. In such situations, questions like "What is the meaning of x? ", or "What is the word that corresponds to x?" are more familiar.

In this cases, the teacher usually provides the needed term or meaning and continues with lessons' primary subject. On various other instances, when the teacher perceives that specific vocabulary term that has recently been introduced to the learners is unfamiliar to them, and needs further explanations, the teacher seizes the chance to provide the word going through its intricacies. In the majority of circumstances, the teacher meticulously dissects the terms' structure and examines its various meanings utilizing diverse methodologies, primarily relying on illustrative instances or visual aids, all with the ultimate objective of ensuring that learners assimilate it in a methodical and orgnized manner.

Bunker (1988) found that the following teaching techniques can assist learners in enhancing their vocabulary acquisition. Firstly, the use of common and familiar words aid in the comprehension of new words and overall message. Secondly, maintaining consistency in the usage of terms is crucial to highlight their meanings effectively. Additionally, repeating a word more than five times has been observed to contribute to learning, with varying opinions on the optimal repetition count ranging from five to ten times. Lastly, providing meanings of words within contexts is essential as isolated explanations are insufficient for learners to grasp and acquire the full meaning of the words.

Likewise, Bunker (1988) claims that some of the adaptations made by teachers do not increase comprehension these are the following:

- 1- Less synonym usage: there is no evidence to support the claim that learners comprehend and retain meaning better when few synonyms are used.
- 2- It has been shown that fewer than five repetitions of a word are insufficient to remember it.
- 3- Use of short terms: whether or not short words are utilized to convey a message to students, it is seen as random and unimportant.

Different techniques of presentation bring out diversity and contribute to the effective memorization of newly learned vocabulary. The techniques for presenting vocabulary in classroom can be categorized into two main types: visual techniques and verbal techniques as described by Gairns and Redman (1986). Visual techniques involve utilizing real objects (Realia), pictures, mime, and gestures to enhance comprehension and retention of new vocabulary. On the contrary, verbal techniques encompass the offering of definitions, illustrative sentences (oral or written), synonyms, antonyms, explanations, translations when needed, especially in instances where other techniques have shown to be ineffective or would be overly time-consuming.

### **1.2.3. Vocabulary Learning Strategies**

In the initial research on Second Language Acquisition, the focus was acquiring the syntax and morphology of the foreign language. Nowadays, there is a shift towards studying the strategies learners employ to aid their comprehension and learning process, with strategies defined as plans to improve learning by controlling the sequence of operations (Kasper, 1980). These learning strategies, which learners utilize to enhance linguistic knowledge by FL input, include problem-solving techniques such as repeating words behaviorally or utilizing linguistic context mentally.

Cognitive strategies divided into two categories: learning strategies utilized in a foreign language acquisition to internalize or automate second of foreign language knowledge, and production and communicative strategies employed in speaking and writing in the target language to utilize existing resources automatically or compensate for inadequate ones. According to Tarone (1980), learning strategies differ from production and communicative strategies, even contrasting with as the former are primarily seen as reception strategies for incorporating new elements into ones' foreign language knowledge, while the latter help learners overcome challenges in using the foreign language. Learning strategies clarify how learners develop language skills, while production and communicative strategies clarify how learners' utilize the language.

Language teachers can benefit from research on learning strategies. If key learning can be identified, it may be viable to instruct pupils to apply them. Research on teaching foreign language learners to apply learning strategies has mostly focused on vocabulary exercises ( O'Malley,& Chomat, 1990).

Individual learners' learning process differ in several ways due to in intellect, learning preferences, and ability and motivation. The large amount of possible combinations of these components makes it hard to determine the best learning techniques for each learner and design specific courses or procedures appropriately. However we are able to adjust to variations among learners to ensure that every student has the opportunity to learn in the way that is most appropriate to them, and to ensure that our courses are both captivating and inclusive. A more profound understanding of how learners acquire knowledge might assist us in reinforcing content through various means that cater to different intelligences and learning styles, as well as addressing any challenges they may face. This can be achieved by providing support in the form of strategies, which can offer language learners the advantage of expending their vocabulary once they are exposed to a diverse range reinforce. Upshaw (1995) distinguishes for fundamental categories of strategies: translation, repetition, and reinforcement, association, and internalization. The preference for translation lies in utilizing dictionaries over consulting the teacher or a friend ( refer to as human dictionaries), as it promotes self-reliance among learners.

Within repetition and reinforcement strategies, teachers are advised to have learners engage in drilling exercises independently, each at their own pace, to solidify the understanding of a specific word.

#### **1.2.4. The Importance of Teaching and Learning Vocabulary**

Language has a significant component called vocabulary. A persons' level of knowledge is determined by how much vocabulary he knows in English. A persons' vocabulary determines how successful he will be. One gains confidence when their mastery of language improves. Once is ineffective at expressing themselves, whether orally or in writing, when they lack a vocabulary or are unable to remember the right words (Sundari, 2006). Therefore, the majority of an EFL learners' vocabulary in English determines how much they know.



“If language structures make up the skeleton of the language, then vocabulary provides the vital organs and the flesh”, this was asserts clearly by Harmer (1991). According to Stahl (2008) having a strong command of grammar alone is insufficient without a wide-ranging vocabulary.

For both foreign language teachers and learners, vocabulary acquisition and teaching is an important topic that has always been of great importance. Vocabulary can be give, explained, and used in a variety of activities, but ultimately only the person learns it, according to Rivers (1968). She advocates for teachers to instruct students on the acquisition of vocabulary and empower them to discover their own methods of enhancing and structuring their vocabulary repertoire. Consequently, by understanding the learning preferences of learners, our instruction can be more effective, leading to improved learning outcomes. Learning informs our teaching practices. Therefore, the key question not only “ How should I teach?” but rather “ How can I facilitate the learners’ learning?” Recognizing individual learners’ unique attribute and adjusting teaching strategies accordingly is crucial in the teaching/learning process ( Fadel, 2011).

### **1.2.5. Teaching English Vocabulary to Young Learners**

Young learners are generally described as individuals ranging from five to six years old who are attending in the first year of primary school until they rich the age of twelve. Children have to experience and listen to the language when they are young to acquire and learn English vocabulary. Since, children have a long time to learn, and they have no worries and responsibilities, they as considered as better learners than adults. Additionally, long-term natural exposure to any language improves their ability to inquire it.

There are many reasons for teaching English vocabulary to children at primary school. One of these reasons was confirmed by Brumfit, Moon, and Tongue (1991), it is essential for young individuals to be introduced to the language and culture at a young age so that they can develop a sense of tolerance and understanding towards others as they grow up.

Teachers teaching young learners English vocabulary should include four key elements in addition to knowledge and abilities, according to Cameron (2001). It is

essential for teachers to be aware of ways in which their pupils acquire knowledge and think. In order to teach English vocabulary to children, teachers must also be able to determine what interests them. Furthermore, teachers must possess the necessary tools to teach young learners in literacy in English and conduct the entire session orally. Finally, teachers need to recognize issues and challenges that arise when teaching language learners.

Brown (2001) claims that, in order for young learners to succeed in learning vocabulary in a FL, teachers should take into consideration their characteristics and intelligence. To master English skills, children are required to learn some basic aspects of English language which are, spelling, structure, and vocabulary, because it helps them to develop their abilities, pupils need to be familiar with languages' vocabulary, which is a collection of terms and their meanings (Linse, 2005). Children must acquire one to two thousand words in order to write and speak English (Cameron, 2001). This section will provide a brief discussion of vocabulary acquisition along with some suggested teaching strategies.

### **1.2.6. Selection of Vocabulary**

What target words to choose for learning is a crucial topic in vocabulary instruction (Nation, 2016; Read, 2004). While recent research on L2 has investigated a novel, customized method of word selection that involves student-selected resources (Barker, 2007; Choi & Ma, 2015), teachers, researchers, and material authors continue to have serious concerns about choosing words for learning. Laufer and Nation (2012) suggested that frequency, usefulness, and learnability/difficulty be the factors used to pick vocabulary.

#### **1.2.6.2. Frequency**

The principle of cost-benefit in vocabulary instruction asserts that learners should achieve optimal results for their learning efforts, and words with high frequency are more likely to produce superior outcomes (Laufer, 2014; Nation, 2011, 2013b; Nation & Webb, 2011). Words that are categorized as high-frequency are those that are commonly encountered in various forms of oral and written communication, regardless of specific contexts (Nation, 2013a). Lack of familiarity with and effortless retrieval of these words may lead to challenges in both

comprehending and producing language in their second language (Nation, 2013a, 2016). Consequently, words with high frequency should be given precedence in instruction and acquisition, particularly for learners at lower proficiency levels (Laufer, 2014; Nation, 2011, 2013a, 2013b; Nation & Webb, 2011). Compilations of frequently occurring words, such as the General Service List of English Words (West, 1953), have been contrived with this intention in mind.

Teachers and material creators can use objective corpus frequency counts or human intuition to assess word frequency (Schmitt, 2010). While teacher intuition may more accurately represent word frequency in student-directed language input, student intuition might disclose individual experience and exposure to language in the environment (i.e., a second or foreign language learning context; Schmitt, 2010). (Wang & Koda, 2005).

The accuracy of human assessment of word frequency has shown inconsistent findings, depending on who supplies the intuition data. Correlations with corpus-based frequency data range from .50 (Schmitt & Dunham, 1999) to .70 (Alderson, 2007). However, technologically enabled corpus analysis can yield unbiased and quantitative word frequency counts (Schmitt, 2010).

It is true that private language interactions and individual experience are not fully reflected in corpora (Schmitt, 2010), and there are methodological issues with identifying homonyms and multiword units in corpora (Laufer & Nation, 2012). Nonetheless, corpora provide strong and impartially verifiable examination of real language usage (Leech, 1992) and can manage linguistic material that is beyond the capabilities of the human brain (Schmitt, 2010). In actuality, corpora have been used in the majority of word frequency research (Schmitt, 2010).

### **1.2.6.3. Usefulness**

While frequency is a very reliable criterion, it should not be the only one taken into account when choosing terms for learning (Nation & Webb, 2011). Another crucial factor for choosing words is usefulness, as noted by Laufer and Nation (2012). The vocabulary chosen for learning has to be as beneficial as possible for operating in the target language, as nonnative speakers are likely to master fewer L2 terms than do native speakers (Laufer & Nation, 2012). Research has not shown that frequency can completely replace usefulness, even if the two concepts somewhat overlap. Infrequent

words can also be helpful in meeting the specific demands of learners, even if frequent words might be helpful for all purposes (Laufer & Nation, 2012). As such, the complete picture of useful vocabulary may not be shown by corpus data. Human intuition is also relevant.

When creating lists of multiword units, when usefulness is a desired attribute, human intuition plays a part and adds value. Several lists have been published in the past ten years, such as the Phrasal Expressions List (Martinez & Schmitt, 2012), the Academic Formulas List (Simpson-Vlach & Ellis, 2010), the Academic Collocation List (Ackermann & Chen, 2013), and the Phrasal Verb Pedagogical List (Garnier & Schmitt, 2015). When formulating these lists, scholars utilized either human intuition as a factor to be assessed in a statistical evaluation to assign statistical significance to various metrics derived from corpora (Simpson-Vlach & Ellis, 2010), or employed human intuition as a primary determinant for the incorporation or omission of words (Ackermann & Chen, 2013; Garnier & Schmitt, 2015; Martinez & Schmitt, 2012). Martinez and Schmitt (2012) pointed out that modern computer algorithms are unlikely to be able to mimic human intuition's ability to give crucial qualitative judgment when finding and selecting multiword units for training. All of these research share the belief that more relevant and visually appealing word lists for teaching and learning may be produced by combining subjective intuition with objective frequency counts (Simpson-Vlach & Ellis, 2010).

#### **1.2.6.4. Difficulty/ Learnability**

criterion for word selection as suggested by Laufer and Nation (2012) pertains to the learnability, or level of difficulty, associated with a word. Word difficulty can be categorized into two main forms: interlingual difficulty, which arises from the interplay between the first language (L1) and the second language (L2), and intralingual difficulty, which emerges from the interactions between new vocabulary and existing terms in the target language (Laufer, 2014; Laufer & Nation, 2012; for comprehensive discussions on word complexity, refer to Laufer, 1990b, 1997).

Word length and number of syllables, morphological transparency, concreteness of meaning and imageability, regularity of spelling, and part of speech all influence word difficulty (Ellis & Beaton, 1993; Nation & Webb, 2011). In general, learning both simple and complex terms is beneficial. While teaching

difficult terms can assist minimize language mistakes associated with challenging vocabulary, teaching easy words can improve communication abilities without needing significant learning effort (Laufer, 1990a). However, challenging terms should receive more time in class for explanation and practice in order to optimize the learning return from the restricted teaching time (Laufer, 1990a, 1990b, 1997). This is because students may easily absorb easy vocabulary after class.

Even though low-frequency terms are frequently used to describe difficult words, a frequency-based definition is inadequate since it ignores other crucial elements such usage context (Meara & Bell, 2001).

Experienced teachers conversely, are capable of rendering insightful evaluations of lexical attributes that extend beyond mere frequency, through the application of their pedagogical expertise derived from educational resources and by taking into account additional variables like similarity in language origins (Tidball & Treffers-Daller, 2008). For instance, Bardel, Gudmundson, and Lindqvist (2012) recently incorporated teacher assessments of lexical difficulty to devise an adapted method for analyzing the spoken output of language learners. The scholars gathered evaluations of lexical difficulty from teachers (both proficient and non-native speakers of the target language) by requesting them to classify words on a six-point continuum as either basic or sophisticated. Findings revealed that the revised approach yielded superior outcomes ( greater magnitudes of impact) compared to a profiling technique solely reliant on word frequency. More precisely, the adapted approach exhibited greater precision in distinguishing among learners of Italian and French at varying levels of proficiency, thereby furnishing more precise lexical portrayals of second language learners.

## **Section1: Educational Games in Teaching Vocabulary to Primary School Pupils**

When compared to teaching teens or adults, teaching young learners is far more challenging because of their rapid attention span. It is essential for teachers to select appropriate teaching methodologies that align with the natural inclination of children, who have a preference for enjoyment and play. The integration of games

stands out as a viable approach to prevent monotony in classroom, playing a distinct role in the realm of foreign language teaching. The incorporation of games into classroom activities proves advantageous for both pupils and teachers. Moreover, teachers can successfully attain all educational objectives by leveraging the utilization of games, particularly in the context of vocabulary teaching. So, how can we define a game?

### **1.2.1. Definitions of Game**

According to Gibbs (1981), games are activities in which competitive or cooperative decision-makers attempt to accomplish their goals by according to a set of rules. Rixon (1981) defined, games as closed activities having a start and a finish, and a winner who determines when the game is over. According to Rogers (1981), gaming is a goal-oriented, rule-governed, competitive activity with a conclusion that keeps children interested. As stated by Jones (1980), one or more players can cooperate or compete within the confines of the rules of the game. Games necessitate collaboration with other individuals and rivalry against a different team or individuals. During the gameplay, youthful participants are required to utilize the language and replicate sequences that will facilitate the enhancement and refinement of their abilities. Participants have the ability to interact through verbal communication, miming, employing physical gestures, and various other methods, ensuring amusement and spontaneity (Rixon, 1981).

Researchers have provided several classifications to elucidate the use of games in teaching. According to Byrne (1995), a game is a type of activity that is subject to rules. They ought to be joyful and enjoyable. They serve as a means of encouraging language usage in the learner during gameplay as well as a distraction from regular tasks.

Garris et al. (2002) shed light on game play as a voluntary, nonproductive pursuit that is separate from reality. Hadfield (1998) posits that a game constitutes an endeavor characterized by regulations, an objective, and an aspect of enjoyment. Offspring engage in play and possess a desire for such activity. Acquire knowledge through engagement in play. Through collaborative play, juveniles engage in interaction, thereby fostering the development of language.

Longman Dictionary of Language Teaching and Applied Linguistics by Richards, Platt, & Platt (1995) defined games as “ an organized activity that usually has the following properties: a particular task or objective, a set of rules, competition between players, and communication between players by spoken or written language” (p. 89).

Furthermore, according to Martinson and Chu (2008), games serve as efficacious instruments for educational purposes by providing learners with a simulated setting that enables them to examine different choices without the threat of negative outcomes. The amalgamation of cognition and execution results in intentional conduct aimed at achieving a specific objective. Engaging in gameplay imparts to individuals the skills of strategic planning, weighing various options, and fostering adaptability in thinking.

### **1.2.2. Teachers’ Roles**

It is essential to know the meaning of the word “role”, before mentioning the teachers’ roles. Hedge (2000, p. 26) define the concept as, the range of tasks and activities that the teacher and pupils might engage in during the classroom session. In other words, we can say the concept relates to various functions performed by both the teacher and the learners throughout the lesson.

#### **1.2.2.1. As an Organizer**

One of the roles or functions of the teachers in classroom is to organize learners’ activities and tasks. Thus, when planning or organizing a game in classroom the teacher must be in touch with each part in this, which means the teacher must give a concise introduction, managing the game, and providing the learners’ with a feedback at the end of this game.

#### **1.2.2.2. As a facilitator**

A teacher can facilitate learning by offering several approaches to common issues or challenges. For example, learners may face difficulties when completing an exercise because they are unsure of how to phrase a term or construct a concept. The teacher may assist learners in this situation by pointing them in the correct direction. As agreed upon by Harmer (2001), a teacher's role is to encourage pupils to work independently, but within reasonable bounds.

### **1.2.2.3. As a recourse of Information**

When information is required, the teacher is prepared to provide it. Harmer (2001) adds the function of the teacher as a "participant" to the previously described roles, highlighting the fact that learners pay greater attention when teachers engage, and that teachers should be aware of their surroundings instead of being a dominant in class.

### **1.2.3. The effectiveness of Educational games in English Vocabulary Learning**

Refreshing learners' preferences is associated with effective learning. Numerous scholars have contended that fostering an engaging, unexpected, collaborative, and inspiring environment in practice exercises is essential for learning a foreign language. This aids in lowering learners' tension and anxiety. Concerning the idea of teaching through games, incorporating them into the curriculum might help learners' perform better and make learning English as a second language easier. In order to accomplish these objectives, games might be helpful as they are thought of as engaging and instructive methods that enhance learners' language and communication abilities.

Repetition is necessary to learn new words, however not all repetition is beneficial, because when children are learning new words for the first time, it can be quite challenging for them to retain them. Thus, instead of repeating words to the class, teachers might repeat a game. Furthermore, the game helps children develop positive relationships with the foreign language. Ultimately, children comprehend that language is more than just a collection of words.

Moreover, Educational games are a more effective way to make pupils feel at ease and help them acquire new vocabulary, regardless of their skill level. But since young learners' are cool and want to study, it is more than plenty for them. Nelsko and Arthur (1991 :76) asserted that "In addition to the personal challenge, younger students also enjoy competing with their peers, and introducing a game element is a way of livening up any material".

Halliwell (1991) posited that the presence of creative language abilities among young learners necessitates teachers to establish a communicative environment that



facilitates their self-expression. Moreover, given the unpredictable nature of language utilization during activities, teachers must motivate learners to actively engage in language construction. This underscores the significance and utility of games, which not only offer amusement but also instigate a desire for communication and establish patterns of predictability. Incorporating games into the teaching of vocabulary for young learners demands teachers who are well-trained and adept at involving children in gameplay, as well as proficient in the linguistic aspects of the language. Rixon (1981) asserted that a good comprehension of games enables teachers to identify and develop games that facilitate learning while engaging students in play.

Furthermore, Jiang's (2008) study examined 360 respondents' opinions about the use of language games in teaching English in a primary school. It was comprised of a structured questionnaire, observations made in the classroom, and an analysis of the dynamics between teachers and pupils. Sixty-eight percent of students said they would rather use games as teaching tools. Additionally, every child showed dissatisfaction when games were not used in the classroom. Put differently, learners have a preference for being fully engaged in a game-based learning environment, which serves as a very effective means of enhancing their motivation and interest in the study of English.

#### **1.2.4. The Importance of Games in Teaching Vocabulary to Young Learners**

According to Lewis (1999), Young learners might engage, explore, and experiment with their environment through games. In addition to that, children play games because they like doing so. However, playing games with pupils not only increases their motivation but also gives them a reason and stimulus to utilize the language.

Harmer (2008) asserted that it is necessary for young learners to possess a thorough understanding of language characteristics and the capacity to promptly interpret information, for proficient English speaking. Consequently, young learners are required to engage in diverse and suitable practice methods that facilitate their information processing and concurrent utilization of the language.

Allen (1983) posited that the utilization of games in vocabulary instruction is crucial as they serve to emphasize the essential words required to fulfill the game's objectives. Both Huyen Ang Nga (2003) and Uberman (1998) concurred on the notion that games foster a pleasurable and laid-back environment conducive to accelerated learning and enhanced word retention among young learners. Vernon (2009) contended that games represent a potent pedagogical instrument for imparting vocabulary knowledge to young students. The active engagement and heightened attentiveness of children during gameplay stem from their enjoyment, thereby resulting in improved performance and a more positive classroom experience. The incorporation of repetition in a less monotonous and enjoyable manner within games serves to reinforce the acquisition of new vocabulary among children.

Moreover, the incorporation of physical activities in educational games is expected to promote the sustained engagement and attentiveness of young learners. It is a common occurrence for young learners to become restless and disinterested during prolonged academic sessions; therefore, integrating physical exercises intermittently can ensure their active involvement. As noted by Vernon (2009), educational games that encourage learners to engage in friendly competition can enhance their learning experience without imposing pressure for participation. Consequently, the selection of appropriate games can cultivate a culture of healthy competition within the classroom.

### **1.2.5. Reasons of Using Games in Teaching Learners**

Teachers must implement a few strategies to keep EFL classes from becoming monotonous. One method for enabling learners to learn is through the use of games. In actuality, there are a number of reasons why using games in a language learning program is advantageous.

Games contribute interest to subject matter that pupils may not inherently find captivating. The maintenance of this interest is synonymous with the sustenance of effort (Thiagarajan, 1999; Wright, Betteride, & Buckby, 2005). It is crucial to recognize that the acquisition of a language demands persistent dedication.

Games offer a platform for engaging in meaningful exchanges. Even when games involve direct language components like spelling activities, there is a

significant exchange of ideas as learners navigate the gameplay and discuss various aspects of it: prior to, during, and subsequent to the game (Wright, Betteridge, & Buckby, 2005). This meaningful interaction serves as the cornerstone for comprehensible input (Krashen, 1985), whereby learners grasp information through listening and reading, engage in interactions to improve understanding, such as requesting repetition or providing examples (Long, 1991), and produce understandable output in the form of speaking and writing for others to comprehend (Swain, 1993).

The sentiments brought out during game engagement add a diversity of aspects to the occasionally monotonous, formal procedure of language education (Bransford, Brown, & Cockring, 2000; Lee, 1995).

The variety and enthusiasm inherent in games have the potential to diminish apprehension (Richard-Amato, 1988) and encourage more reserved learners to participate (Uberman, 1998), especially when the games are carried out in small groups.

Game activities encompass all fundamental language competencies, such as listening, speaking, reading, and writing, and multiple abilities are frequently required within a single game (Lee, 1995). Games are learner-centered as pupils become more actively involved in game play, and they can often be structured to empower pupils to assume primary roles, supported by instructors.

Learners can practice their interpersonal skills, including how to respectfully disagree and seek for assistance, by participating in a variety of small-group activities (Jacobs & Kline Liu, 1996). Engaging in group gaming offers numerous benefits, such as fostering cooperation and nurturing team spirit through the collaborative nature of various games (Ersoz 2000). While competition is a common element in many games, it is important to note that not all games revolve around competitive dynamics (Orlick 2006). Within the framework of most games, each participant is afforded a chance to take their turn, thereby promoting equal participation among learners and mitigating situations where a few individuals dominate the conversation or actions, ultimately preventing the exclusion of other group members.

Since a lot of games may be played after school, they give children an opportunity to utilize the language outside of the classroom (Ellis, 2005).

According to Gardner (1999), there are several intelligences that are connected to gaming, such as:

- a) Interpersonal intelligence while playing games with others.
- b) Drawing-based games enhance visual and spatial intelligence.
- c) Objects used in games, whether cards, spinners, or pieces, frequently have a connection to kinesthetic or physical intelligence.

### **1.2.6. Game Selection**

Upon acquiring knowledge regarding the definition of a game and its defining characteristics, it is imperative for teachers to possess the expertise in selecting the most suitable game for their learners. As Millano and Ullius (1998, as cited in El Shamy, 2001) suggest, an effective learning activity must align with the objectives, course content, and the proficiency level of the participants to facilitate learning transfer. Essentially, the game should encompass these attributes to enhance the learners' comprehension of the content and its application. Moreover, it is essential for the game to comply with time constraints, introduce diversity into the curriculum, cater to various learning styles, and align with the learners' skill sets (p. 95). Tyson (2000) postulates that a game should strike a balance between entertainment and educational value, incorporating a spirit of friendly competition. Moreover, it should engage all learners and steer their focus towards language usage rather than the language itself. Additionally, games offer opportunities for language acquisition, practice, and skill reinforcement (in Yin & Jung, 2000).

The appropriateness of the game for the age and skill level of the learner is another aspect that influences the choice of a helpful game. According to Uberman (1998), games should be appropriate for the age, skill level, and subject matter being taught in order to produce the intended outcome. The most significant addition made by Beak (2010) is that a game needs to strike a balance between "motivational factors and educational requirements" (p. 271).

In the context of foreign language instruction, a teacher might take these traits into account while introducing an easy game that accomplishes the primary goal of

increasing students' vocabulary or other language proficiency. Put another way, a teacher should choose a simple game to facilitate easier vocabulary improvement for pupils.

### **1.2.7. Steps of Playing a Game**

Applying the game in the classroom comes next, following selecting the suitable one. Playing a game consists of three basic phases. After presenting the game, the teacher can give pupils the sign to begin. A feedback should be sent once the game or allotted time has ended.

#### **1.2.7.1. Introducing the Game**

In a game, the introduction is the first move. The fact that it tells pupils what will happen makes it extremely significant. The way the game is introduced determines the results. More precisely, the teacher may accomplish the intended goals if they present the game in a suitable manner. Therefore, the teacher strives to develop an appealing, easy, and compelling introduction for an effective game.

The introduction consists of four primary components, according to El Shamy (2001). The first is the teachers' manner, which entails introducing himself with excitement. "Participants will respond accordingly if you, the teacher, are positive and enthusiastic," he stated (p. 103). The game's setup makes up the second component. This implies that by explaining the purpose of the game, the teacher may interest pupils and encourage them to participate and learn. He may remark, "With this game, you will practice what you have studied and you will enjoy it," as an example (Alshamy,2001). Deciding what the instruction is is the third component. This process entails determining the game's topic, the roles that the players are assigned, and its regulations. Managing the groups is the last stage before the game begins. According to Doveston and Keenagham (2006 as cited in Westwood, 2008), the introduction is crucial. "It is highly beneficial to have an honest conversation with pupils about how to effectively conduct group projects and to clearly identify the abilities required to collaborate with others," they advise (p. 46).

According to the previously listed writers, all the information required to play a game is contained in the introduction. Teachers can invite pupils to begin playing

once they have stimulated them, determined the goals, established the ground rules, and divided them into groups.

#### **1.2.7.2. Managing the Game**

Upon the introduction of the game by the instructor, students can be authorized to begin the game. The teachers' responsibility throughout the game is to carefully observe unfolding events. According to El Shamy (2001), it is imperative for teachers to monitor the gameplay process. Nonetheless, this does not imply the absence of any roles for the teacher. As previously pointed out, the teacher could play the role of a facilitator of learning or a source of enthusiasm. In situations where issues arise during the game, the teacher has the authority to intervene, address the problem, and then allow the activity to resume. Westwood (2008) provides support for this theory by arguing that the teacher should keep an eye on the task and occasionally step in to assist learners who are having trouble, as well as to encourage them and provide examples of cooperative conduct. For instance, he or she can state that in order to keep the group functioning during a project, they can both correct and accept feedback from one another. The instructor invites learners to stop after the allotted time has passed so they can provide comments.

#### **1.2.7.3. Debriefing the Game**

The final stage involved in engaging in a game pertains to delivering feedback, a crucial aspect due to its function as a form of assessment. This phase entails the teacher to engaging in discussions with the learners regarding the results stemming from their participation in the game. Furthermore, it serves as a platform that fosters dialogue, thereby encouraging learners to actively utilize the language. Westwood (2008) aligns with the significance of immediate feedback during gameplay, emphasizing how enjoyable activities prompt learners to respond actively and receive prompt feedback in return. Additionally, the process of debriefing a game necessitates the inclusion of the teacher's assessment alongside the comments provided by the pupils. The teacher has the opportunity to inquire about the pupils' perceptions of the game, their emotional responses, and the knowledge they have acquired. El Shamy (2001) further asserts that the debriefing session should encompass various facets, offering a checklist comprising multiple components to guide this process. Moreover,

she suggests that teachers can tailor these elements to suit the specific game being played, selecting only those that align with the objectives of the game.

### **1.2.8. Types of Games**

Since games can be classified in a variety of ways based on the criteria used, game categories are not well defined. For instance, El Shamy (2001, p. 46) included a few of them in her book "training games." She claims that there are several methods for classifying games. Stated differently, games can be classified based on the type of material utilized, the job assigned to participants, or the topic matter. She offers her own definitions of the fundamentals of many gaming genres, though.

Furthermore, this categorization is established upon the way in which the game unfolds or the responsibilities of the trainers during gameplay. The initial criterion pertains to how learners acquire knowledge from the game, either through engagement with the game itself or through interaction with their peers. The second aspect concerns the role of the teacher in the game, encompassing tasks such as supervision and post-game analysis. El Shamy (2001, p. 47) identifies four categories based on these criteria: "Content-focused games, Experiential games, Content-focused frame games, and Experiential frame games." However, the most applicable category for classroom, particularly language instruction, is content-focused games. In these games, emphasis is placed on the content itself, aiming to facilitate and reinforce the learning of the presented material. Learning in content-focused games occurs as a result of engaging with the subject matter of the game. For instance, in crossword puzzles, learning a new word occurs through understanding the meaning or reference of a given statement. In essence, learning is achieved through the manipulation of existing information. The subsequent classification is determined by the materials utilized.

#### **1.2.8.1. Flashcard Game (Picture game)**

A card, which may contain words, numbers, or images, is typically presented briefly, such as by a teacher to a group, serving as an instructional tool. This is an example of flashcard game:



*Figure 1: Flashcards Benefits For Toddlers & Kids*

### **1.2.8.2. Bingo**

This pedagogical approach is employed for the purpose of practicing English vocabulary, serving as a valuable tool for learners. The implementation of this technique allows for the streamlined evaluation of an extensive variety of words in an academic context. The activity involves the creation of distinct bingo cards by learners, with words placed in a random arrangement to ensure individuality among all cards. During the game, the teacher presents definitions, prompting participants to mark corresponding words in order to achieve a winning sequence either horizontally, vertically, or diagonally (Vásquez, Hansen & Smith, 2010; Hayns & Zakarian, 2010). Moreover, the primary objective of bingo is to establish a link between words and their respective meanings, a connection reinforced when definitions are recited and learners identify the correct terms. This approach facilitates repeated exposure to vocabulary, thereby enhancing the learning process, as teachers may reintroduce the same set of words in subsequent sessions. Furthermore, Pavičić (2008) highlights that Bingo serves as a platform for fostering "the productive use of words," enabling



learners to apply vocabulary in appropriate contexts (p.23). Consequently, Bingo not only aids in word utilization for constructing sentences but also encourages active participation in discussions.

### **1.2.8.3. Act it Out Game**

The game necessitates learners to identify the fitting word corresponding to a given definition or the actions demonstrated by a peer or the teacher. Klippel (1983) and Hayns and Zakarian (2010) emphasized its significance due to its capability to enhance learners' communicative interactions, thereby facilitating the utilization of language and fostering the advancement of speaking skills. Through engaging in this game, learners can enhance their lexical repertoire by reviewing previously learned words and acquiring new vocabulary, as the game revolves around tasks involving enactment and guessing. For instance, participants strive to infer the target word while one of them selects a card and performs the word illustrated on it. Klippel (1983) further asserts that these activities are crucial as they bridge the gap between language practice and amusement. In addition, the game supports teachers in identifying any shortcomings in the pupils' language acquisition.

## **Conclusion**

Considering the significance of vocabulary acquisition as the paramount skill essential for effective communication in the English language, foreign language learners encounter a formidable task when attempting to expand their lexicon with new words. Considering this challenge, teachers are required to utilize all accessible pedagogical resources to alleviate the inherent uncertainty and confusion experienced by students. To illustrate, they may resort to alternative instructional methodologies, such as the integration of educational games, which have been proven to be sufficiently effective in facilitating vocabulary acquisition. By fostering the development of learners' lexical proficiency, these pedagogical strategies serve as invaluable tools for advancing the overall quality of education and enhancing linguistic competence among students. As a conclusion, it becomes evident that the utilization of game-based learning approaches is notably effective, particularly with regard to the acquisition and

retention of new vocabulary. Nonetheless, despite the demonstrable benefits of such methods, teachers face a multitude of challenges and impediments that significantly hinder the widespread incorporation of these innovative pedagogical techniques into mainstream language instruction practices.

## **Chapter Two: Results and Discussion**

### **Introduction**

This study aims to investigate the effectiveness of educational games on 4th-year primary school pupils' vocabulary learning. The following chapter presents the fieldwork and the analysis of the collected data. It begins by providing a theoretical framework for the research of the research methods used in the study. Moreover, it aims to clarify the rationale behind each data collection method and the chosen approach to investigate the hypotheses. Additionally, it clarifies the statistical procedures used in the analysis, data analysis, and result interpretation. Finally, the chapter provides a careful discussion of the findings.

### **2.1. Research Methodology**

#### **2.1.1. Rational for the Research Approach**

This study has adopted a quasi-experimental research approach, to examine the effect of using educational games to improve 4<sup>th</sup> year primary school pupils' lexical competence. Therefore, the present research employed a mixed-method approach based on quantitative and qualitative data.

#### **2.1.2. Research setting**

The study took place at the Primary School of Omar Bennara in El-Kantara, Biskra.

#### **2.1.3. Participants and Sample**

The population of the present study consisted of fourth-year pupils at Omar Bennara Primary School in El-Kantara, Biskra. From the whole population, thirty-seven (37) participants were randomly chosen. The rationale behind the selection of this level was based on the fact that the fourth-year pupils have already dealt with the language before, so at least they have a small vocabulary knowledge of the language. Thus, the strategy that will be used may be more effective on them than on other levels.

#### **2.1.4. Data Gathering Tools**

This study has employed two data collection tools. First, an experiment that was administered to the pupils in the form of pretest, treatment and posttest. It involved testing

a repeated measures group design that dealt with one group of pupils for six (6) sessions, each session took two (2) hours.

Furthermore, a structured questionnaire was administered to thirteen (13) teachers from different schools to unveil their points of view and attitudes toward the use of games to improve pupils' lexical competence.

## **2.2. Data Analysis**

### **2.2.1. The Experiment**

The experiment has been chosen as a data collection tool because the research aims to examine the impact of educational games in enhancing fourth-year primary school pupils' vocabulary.

#### **2.2.1.1. Description of the Experiment**

The participants were exposed to an experiment to examine the impact of using educational games in enhancing their vocabulary knowledge. The process took six sessions where the thirty-seven (37) participants were exposed to a pre-test to check their vocabulary knowledge before starting the treatment. The pre-test was composed of three activities. After that the pupils were exposed to treatment for four sessions, each session took two hours.

The treatment was about applying a game which is a flashcard game, or in other words, a picture-vocabulary game. In each session, six words (vocabulary items) were presented, and three different themes of vocabulary were given to the pupils during three sessions (school supplies, colors, and animals). In the fourth session, a revision was made about what they had seen in the three previous sessions.

After the treatment phase, a final session was administered as a post-test. It consisted of three (3) activities about the vocabulary they had seen during the treatment phase.

#### **2.2.1.1. Analysis and Interpretation of the Results**

Before analyzing the results, the following table displays the scores of the pupils of the pre- and post-test.

Table 1.

*Pupils' Scores of the Pre-test and Post-test.*

<b>Participant</b>	<b>Pre-Test</b>	<b>Post-Test</b>
1. <b>Participant</b>	9	9
2. <b>Participant</b>	6	9
3. <b>Participant</b>	7	9
4. <b>Participant</b>	7	9
5. <b>Participant</b>	8	9
6. <b>Participant</b>	8	9
7. <b>Participant</b>	9	9
8. <b>Participant</b>	1	3
9. <b>Participant</b>	9	9
10. <b>Participant</b>	6	9
11. <b>Participant</b>	9	9
12. <b>Participant</b>	7	9
13. <b>Participant</b>	8	9
14. <b>Participant</b>	8	9
15. <b>Participant</b>	3	9
16. <b>Participant</b>	4	8
17. <b>Participant</b>	8	9
18. <b>Participant</b>	4	9
19. <b>Participant</b>	6	9
20. <b>Participant</b>	6	8
21. <b>Participant</b>	4	8

22. Participant	3	9
23. Participant	9	9
24. Participant	6	9
25. Participant	6	9
26. Participant	8	9
27. Participant	6	9
28. Participant	8	9
29. Participant	4	9
30. Participant	9	9
31. Participant	9	9
32. Participant	9	9
33. Participant	6	9
34. Participant	9	9
35. Participant	3	7
36. Participant	6	9
37. Participant	9	9

After scoring pupils' pre and post-test, results are summarized in the following table:

Table 2.

*Mean Values and Standard Deviations of Pre-test and Post-test*

	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Mean Value</b>	6.67	8.70
<b>Standard Deviation</b>	2.15	1.03

The table 2 above presents the mean value and standard deviation of the pre-treatment and post-treatment results. First of all, from the results from the pre-test, it can be observed that the participants, on average, were able to know the vocabulary that was given to them (6.67) out of twelve words which means 55%. Second, when looking at the results of the post-test, one may notice that the participants on average recognized the vocabulary assigned to them (8.70) out of nine words which is equal to 97% of the total words. In conclusion, the results in the table show that the pupils did well in the post-test compared to the pre-test. It also, shows that the pupils scored better in the post-test than in the pre-test. Yet, to systematically examine the significance of the difference, these results were subject to statistical analysis using the t-test.

Table 3.

*T-Testing for Pre-treatment and Post-treatment Results*

<b>Mean Difference</b>	<b>SD</b>	<b>SD Error Mean</b>	<b>T-value</b>	<b>DF</b>	<b>Sig. (1tailed)</b>
2.03	3.25	0.09	6.84	36	0.0001

As shown in Table 2.2.1.2.3. above, the t-test statistical analysis displays that the obtained t-value is 6.84 with a probability value ( $p=0.0001 < 0.05$ ). Therefore, the mean difference ( $M=2.03$ ) is statistically significant. That is, we can say that the rise in the post-treatment scores is statistically the result of the treatment. Thus, the use of educational games in enhancing primary school pupils' vocabulary has a significant positive impact.

### **2.2.2. The Teachers' Questionnaire**

The teachers' questionnaire aimed to collect the necessary data to back up the experiment's findings and to discover the teachers' perceptions towards the use of games as a learning vocabulary tool. Thirteen (13) teachers had responded to the online questionnaire.

#### **2.2.2.1. Description of the Teachers' questionnaire**

The questionnaire utilized in this study was drawn from the various issues discussed in the theoretical chapter of the investigation. This compilation comprises both closed-ended questions, prompting participants to select predetermined responses, and open-ended

questions, allowing for the provision of personal answers or explanations. Certain closed-ended questions are followed by open-ended questions to extract more profound insights on the subject. The teachers' questionnaire consists of 16 questions and they are organized in three sections.

The questionnaire was administered to thirteen teachers from different primary schools since the questionnaire was online.

#### ***2.2.2.2. Section One: Background Information (Q1 to Q4)***

This section aims to gather relevant information about the teachers. It mainly deals with their gender, age, duration of teaching experience, and levels they are teaching.

#### ***2.2.2.3. Section Two: An Introduction to Vocabulary Teaching (Q5 to Q9)***

This particular section relates to the first section of the first chapter of the study which examines the process of teaching vocabulary. Its primary objective is to gather insights from teachers regarding the incorporation of vocabulary in each instructional session (Q5) and the various tactics they might employ for the introduction of unfamiliar terms (Q6). The questions (Q7 to Q9) are designed to ascertain teachers' perspectives on their pupils' attitudes towards the significance of vocabulary in language acquisition, as well as the obstacles they encounter during the learning process and how they address them.

#### ***2.2.2.4. Section Three: An Overview of Using Games in Vocabulary Learning (Q10 to Q16)***

This section delves into the topics addressed in the second section chapter. It strives to gain insights into teachers' perspectives on the utilization of games as a serving strategy, particularly in the realm of teaching vocabulary. Question 10 is designed to probe teachers' attitudes towards the integration of games, exploring the potential barriers that may hinder their implementation, as well as their perceptions of games as either a source of entertainment, education, both, or simply a frivolous use of time. Questions 11 and 13 delve into teachers' beliefs regarding the effectiveness of games in cultivating a conducive learning environment, fostering collaborative learning among pupils, and enhancing their vocabulary skills. Question 12 aims to elicit learners' responses to the incorporation of games in instruction. Subsequently, questions 14 and 15 seek to identify the challenges that



teachers may encounter when utilizing games in the classroom. Lastly, Question 16 is an open-ended question that solicits relevant feedback and recommendations.

### 2.2.3. Analysis and Interpretation of the Results

#### 2.2.3.1. Section One: Background Information

##### Item 1: Teachers' Gender

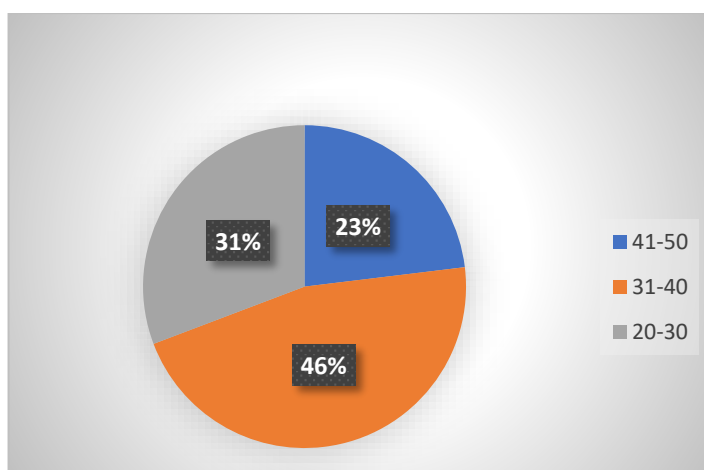
Table 4.

*Distribution of Teachers' Gender*

	Male	Female	Total
<b>Participants</b>	2	11	13
<b>Percentage</b>	15.4%	84.6%	100%

The above table 4 shows that the teachers from different gender, the number of females is more than males.

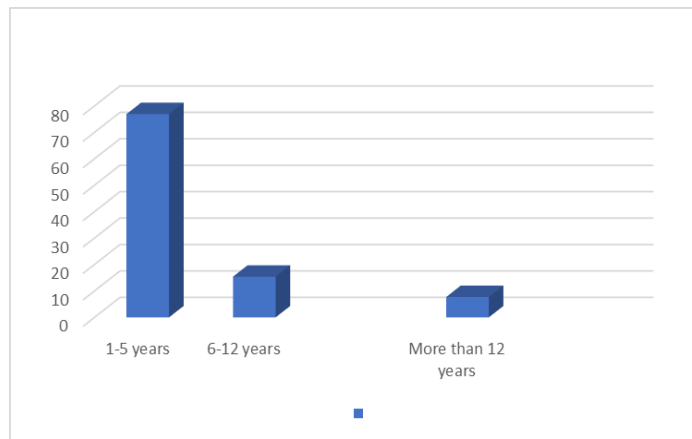
##### Item 2: Teachers' Age



*Figure 2. : Teachers' Age*

The chart 2 demonstrates that the age of (23%) of the teachers is between 41 and 50 years old; (31%) are between 20 and 30 years old, and (46%) are between 31 and 40. As a result, teachers are from different ages. They represent teachers from different periods and different experiences.

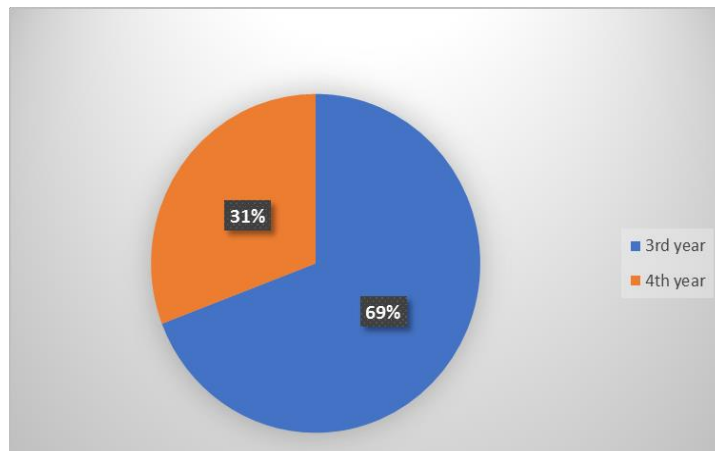
### Item 3: Teachers' Teaching Career



*Figure 3: Teaching Career*

The results showed that the highest percentage which is (76.9%) represents novice teachers, (15.4%) represents teachers who have moderate experience in the field, and the last percentage (7.7%) represents experienced teachers.

### Item 4: Levels of Teaching



*Figure 4. : Teachers' Levels of Teaching*

The result indicates how the levels are distributed to the teachers. It shows that the majority of teachers teach 3<sup>rd</sup> year and that represent (69%) while (31%) of the teachers teach the 4<sup>th</sup> grade.

### 2.2.3.2. Section Two: An Introduction to Vocabulary Teaching

#### Item 5: Introducing New Vocabulary

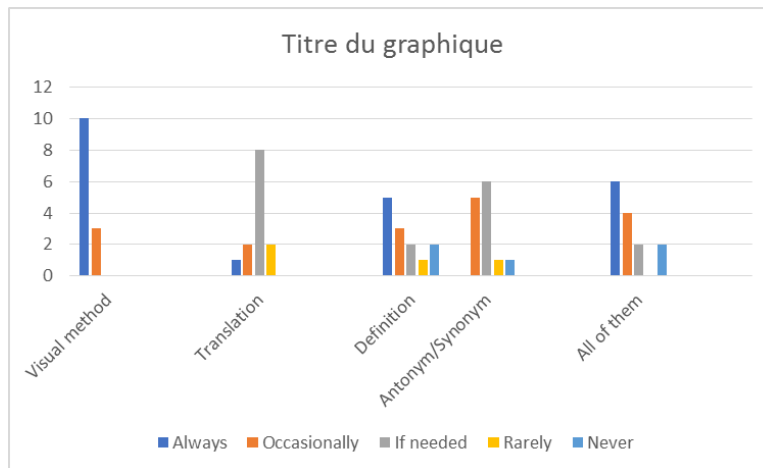
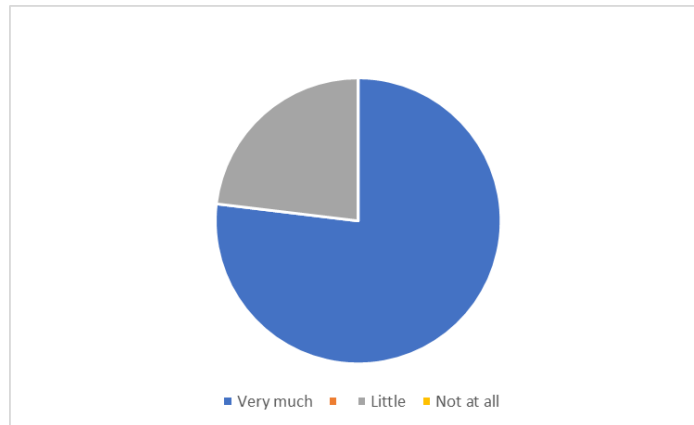


Figure 5 : Methods used for presenting new vocabulary

The above chart represents the most frequently used techniques in teaching vocabulary. The visual method is the most common technique used in teaching vocabulary. (10) teachers always used this method while (3) teachers used it only sometimes. (8) teachers opted for translation but only when there was a need; in addition to that using antonyms or synonyms was suggested as a technique by (6) teachers. (5) teachers claimed to always use definition whilst (2) had never used it before. (6) teachers claimed to always use all of the previously mentioned methods, maybe in each session they use a different method to teach new vocabulary, and only one (1) teacher put a tick in the column of (never) which means s/he had never used these techniques before, maybe s/he uses the traditional methods such as memorizing the lists of vocabulary, or any other method.

In addition to the previous methods, teachers mentioned other techniques for teaching vocabulary to young learners, such as drillings which means the teacher introduces the new vocabulary and the pupils repeat it several times to memorize it. Also, they used drawings, for example, the teacher said the vocabulary and the pupils tried to draw what the teacher said. The last one is the Total Physical Response (TPR) method which is an educational strategy that revolves around the notion that engaging in physical activities while acquiring language helps to deepen comprehension and quicken the learning process.

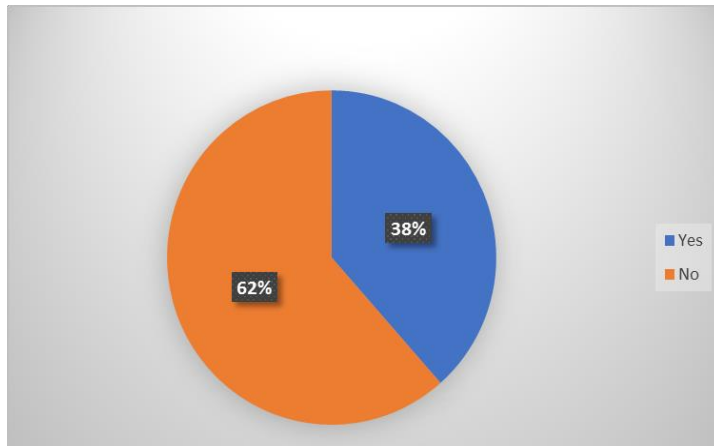
### **Item 6: The importance given to vocabulary in learning a foreign language**



*Figure 6 : The rate of the importance teachers give to vocabulary*

The data suggest that the majority of teachers (76.9%) have noted a high level of awareness among pupils regarding the importance of vocabulary in the language acquisition process; whereas, the lowest percentage (23.1%) shows that teachers give a “little” importance to vocabulary. The amount of importance teachers assign to vocabulary is a reflection of their disposition toward the language. The majority of teachers think that expanding their vocabulary is necessary for language acquisition. As a result, vocabulary acquisition will be highly valued by language learners who are motivated to study the language. Nonetheless, the lack of interest in vocabulary is a direct outcome of their lack of attention to language. Furthermore, pupils who lack motivation in studying or have a bad attitude toward the teacher may not see the value of learning, particularly vocabulary acquisition.

### **Item 7: Difficulties in vocabulary learning**



*Figure 7: Pupils' difficulties in vocabulary learning*

The findings suggest that the majority of the teachers (62%) confirm that pupils have not find any difficulties in learning vocabulary, and the rest of teachers (38%) confirm that the pupils face difficulties in learning new vocabulary.

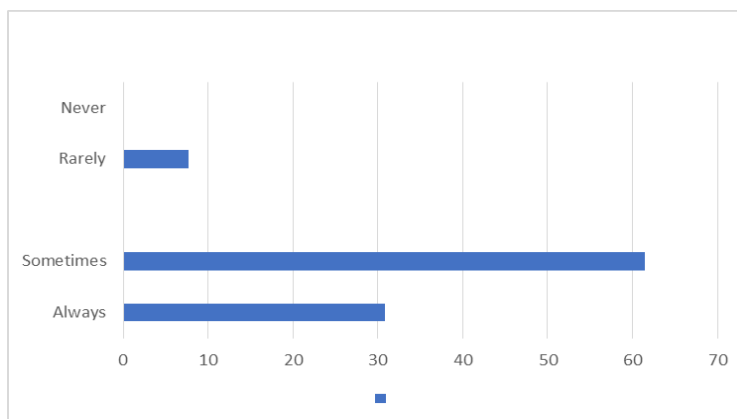
### **Item 8: the reasons behind vocabulary learning difficulties**

The teachers mention the following reasons:

- Pupils find difficulties when vocabulary are not supported by pictures.
- Pupils find difficulties when they have not see the written form of vocabulary.
- Pupils find difficulties in pronunciation.

### **2.2.3.3. Section Three: An Overview on Using Games in Vocabulary Learning**

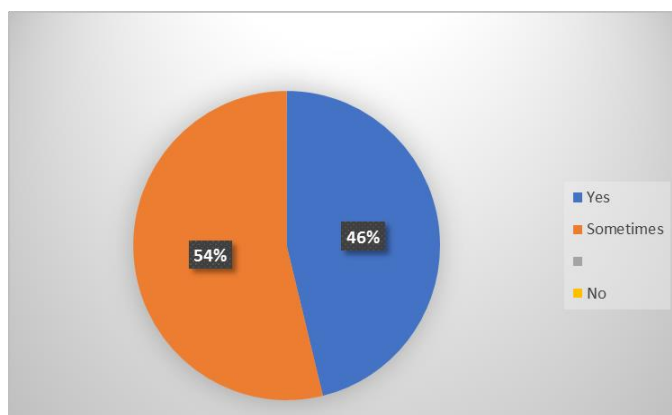
#### **Item 9: using games in classroom**



*Figure 8: The frequency of using games in the classroom*

The results show that the majority of teachers (61.5%) admitted that they sometimes use games in the classroom, (30.8%) always use games, and one teacher (7.7%) rarely uses games in teaching vocabulary. This depends on how the teachers teach. For instance, some teachers think that teaching grammatical rules to their pupils is the best method to improve knowledge, and they do not incorporate games into their lessons because they do not think the interaction between pupils and teachers can aid in learning. On the other hand, others prefer to employ communicative activities, like games, to teach pupils because they think that learning a language requires experience. Put differently, learners must interact, make errors, and learn from them.

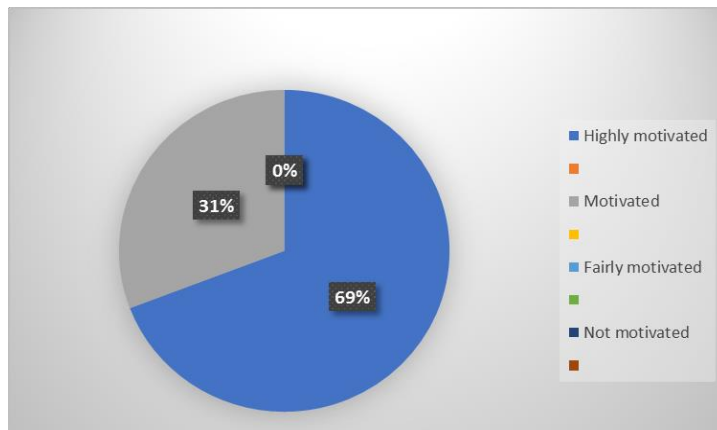
**Item 10: games' learning atmosphere**



*Figure 9: Teachers' perception of creating a good learning atmosphere through games*

The chart shows the views of the teachers about the contribution of games to a positive learning environment. Six teachers (46%) believe that games provide a good learning environment, while the remaining teachers (54%) agree that games can sometimes create an enjoyable learning environment.

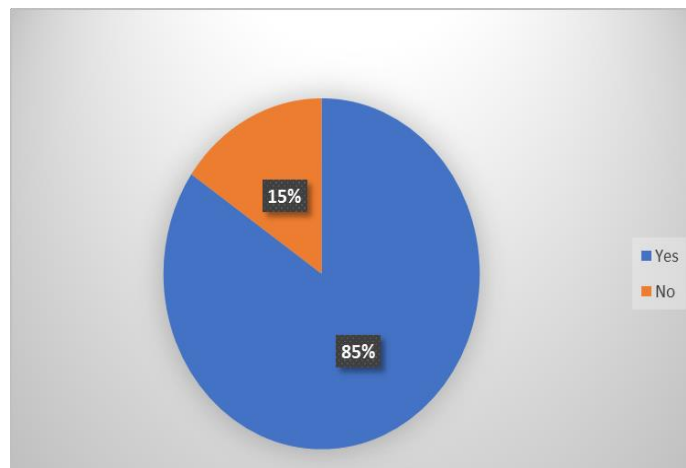
### Item 11: pupils' attitudes towards games



*Figure 10: Teachers' Perception of Pupils' Reaction towards Games*

The data suggest that the majority of teachers (69%) confirm that the pupils are highly motivated when they use games in the classroom whereas the rest of the teachers (31%) agree that the pupils are motivated when they use games but not too much.

### Item 12: The effectiveness of games in vocabulary learning



*Figure 11: Teachers' Perception toward the Effectiveness of Using Games on Pupils' Vocabulary Knowledge*

The chart 11 shows that (85%) of the participants assert the effectiveness of using games in developing learners' vocabulary, and (15%) confirm that games do not affect learners' vocabulary knowledge. they think that maybe when they play games to develop the language they lose their attention or, in other words, the games distract pupils' attention.

### **Item 13: Problems that arise with utilizing games in the classroom**

Table 5

#### *Teachers' Difficulties in Using Games*

<b>Response</b>	<b>Participants</b>	<b>Percentage</b>
<b>Yes</b>	12	92.3%
<b>No</b>	1	7.7%
<b>Total</b>	13	100%

When implementing a strategy in the classroom setting, teachers may encounter various challenges. The objective of this inquiry is to identify issues that teachers may confront while incorporating game-based approaches. Findings reveal that a significant proportion of respondents (92.3%) indeed experience challenges. However, one teacher (7.7%) asserts that s/he does not encounter any difficulties.

### **Item 14: Teachers' problems in using games in class**

Teachers who indicated difficulty with using games identified a few of them. They provide many reasons for this, including making noise, running out of time to complete the game, and not requiring all pupils to participate, particularly when working in groups.

### **Item 15: Teachers' suggestions and comments**

Even though most teachers only sometimes utilize games, they understand how valuable they are since every single one of them responds to this part and gives comments. The first teacher states that "I do not think teaching with games is an effective method of teaching because it disrupts discipline in the classroom". According to the second teacher, they are useful but should be utilized cautiously to minimize noises. The last one suggests that for games to be effective, there should be a few pupils in the class and the games itself should have some relevance to the daily lives of the pupils.

## **2.3. Discussion of the Results**



As mentioned previously, the current study aimed to determine the extent to which games might improve vocabulary knowledge in fourth-year pupils. As a result, it attempted to assist pupils in developing their vocabulary by using games. Additionally, the research emphasizes the use of educational games as a teaching strategy to enhance pupils' vocabulary acquisition.

The study at Omar Bennara Primary School Elkantara has produced some intriguing findings on the effectiveness of educational games as teaching aids to improve vocabulary acquisition. The results of this investigation, which were derived from the examination of the two data collection tools, were beneficial in multiple aspects. Overall, the study has shown that using educational games has significantly improved the vocabulary knowledge of fourth-year students at Omar Bennara Primary School.

First, the experiment's results demonstrate the effectiveness of employing educational games as a vocabulary-learning aid. Playing games has been shown to have a far greater beneficial effect on vocabulary acquisition than traditional strategies like memorization of vocabulary lists. Kalaycioglu (2011) brought attention to this finding by arguing that using games might help English language learners acquire more vocabulary.

Furthermore, the results showed that teachers at Omar Bennara School frequently employ games, such as flashcard games. This demonstrates how well-liked and readily available this tool is among teachers, demonstrating why it should be utilized in all primary school classrooms.

The answers to the questionnaire demonstrate the teacher's awareness of the value of vocabulary in the classroom. As a result, they do their best to help pupils acquire language. Furthermore, because the majority of pupils have trouble memorizing foreign language terms, teachers facilitate their learning for their pupils by using visual methods. In other words, it does not matter how many words you teach them—what matters is how you teach them.

The data analysis reveals a discrepancy between the theories and empirical evidence about the efficacy of utilizing games in the classroom to enhance pupils' vocabulary. Teachers do not make extensive use of games in the classroom, although most theories highlight how important they are for promoting learning and developing skills in pupils. They think that while games are great for fostering a calm learning environment, encouraging pupils to work together, helping them retain language, and even teaching them

other skills, they sometimes utilize them for a variety of reasons. The usage of language games is restricted by some difficulties, the most common ones being time constraints and problems with discipline. Furthermore, including games may cause uncontrollable noise to be produced. In the opinion of teachers, these are the main causes of language game use.

## **Conclusion**

The data analysis about both theoretical and practical dimensions gathered at different phases of the research has been given in this chapter. Teachers were given a questionnaire and pupils were experimented as part of the data gathering process. First, statistical and descriptive analyses were performed on the experiment data to provide a thorough summary. The results of the teachers' questionnaire were then carefully reviewed, and to show the consistency of the data, statistical and descriptive instruments like tables, charts, and figures were used to display the conclusions. In order to support the research hypothesis and answer the research questions, the chapter ends with a comprehensive analysis of the study data. Finally, the chapter provides answers to the study questions and validates the findings.

## **General Conclusion**

The present dissertation has investigated the influence of games as a teaching strategy to enhance pupil vocabulary acquisition. Therefore, the objective of this research was to determine whether using educational games improves fourth-year primary school pupils' vocabulary knowledge.

The dissertation is divided into two chapters. The first chapter was devoted to the literature review. It was divided into two parts. The first part tackled the vocabulary component, including its types, definitions, importance, and techniques for teaching and learning. It also discussed how to teach vocabulary to young learners and how to select vocabulary. The use of educational games to teach vocabulary to pupils in primary schools was covered in the second part. The chapter discussed several definitions of games as defined by scholars, the roles of teachers, the effects of games on learning, the importance of games, reasons, game selection, and the steps of playing a game.

The second chapter represents the fieldwork. It included a thorough data analysis along with a description of the statistical procedures used in the analysis, as well as a theoretical framework on the research methods supporting the study. The chapter concluded with a summary of the key findings following a discussion and analysis of the data.

In order to evaluate the research hypothesis, the overall research methodology consisted of conducting an experiment followed by a questionnaire administered to teachers. The researcher gathered pertinent data on the topic to address the research inquiries and draw appropriate conclusions for future recommendations. A group of 4th-year primary school pupils participated in an experiment designed to assess the influence of games on vocabulary acquisition. The outcomes displayed statistical significance, given that the post-treatment scores exhibited a statistically significant increase attributed to the treatment, which entailed game-based activities. Consequently, the results indicated a statistically positive influence of utilizing games on enhancing the vocabulary of pupils.

The questionnaire aimed at checking the teachers' perceptions towards games, the possible problems they might face when using them, and their suggestions to improve the use of language games. Thus, the findings derived from the research demonstrated the importance and efficacy of games; nevertheless, certain limitations have been identified in

their implementation. Moreover, the outcomes suggested that despite teachers recognize the value of using games in class, they may encounter challenges that prompt their utilization, leading to potential issues, particularly in terms of maintaining order and discipline in the classroom. Additionally, it posits that pupils derive enjoyment from educational games but may encounter obstacles that hinder their learning.

## **Suggestions and Recommendations**

Due to the significant role educational games play in involving pupils in the learning process and based on the findings of this study, it would be beneficial to make some suggestions that might enhance the performance of using games :

- Educational games are useful but should be utilized cautiously to minimize the noise.
- For games to be effective, there should be a few pupils in the class and the games itself should have some relevance to the daily lives of the pupils.

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# Appendices

## Appendix A: The Experiment

<b>Primary School:</b> Omar Bennara <b>School Year:</b> 2023/2024 <b>Level:</b> 4ps	<b>Full name:</b>  <b>Mark:</b>
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### The First Test (Pre-test)

**Task One: Match the word with its picture**



1/ Fireman



2/ Teacher



3/ Doctor

**Task Two: Name three colors from the following picture**






1/- .....

2/-.....

3/.....

**Task Three: Tick**

	Physical 	Mental 	Digital 
<b>The Game</b>			
<b>Football</b> ⚽ ⚽			
<b>Chess</b> ♟ ♟ ♟			
<b>Video Game</b> 🎮 🎧			

<b>Primary School:</b> Omar Bennara	<b>Full name:</b>
<b>School Year:</b> 2023/2024	
<b>Level:</b> 4ps	<b>Mark:</b>

**The Second Test (Post-test)**

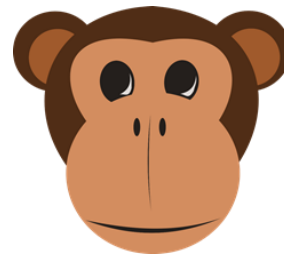
**Task One:** Fill in the gaps with the following words ( **Lion / Cat / Monkey** )



1/ .....



2/.....



3/ .....

**Task Two:** Match the word with its picture



**Pencil**

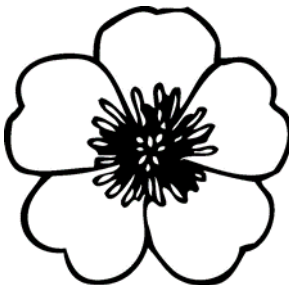


**Ruler**

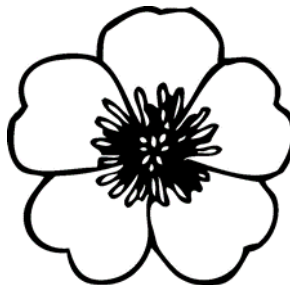


**School bag**

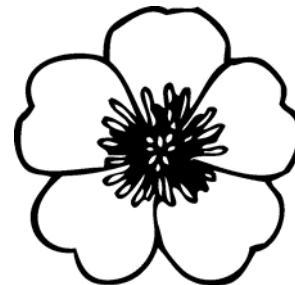
**Task Three:** Color



**Red**



**Pink**



**Orange**

## **Appendix B: Teachers' Questionnaire**

Dear teacher,

Thank you for taking the time to participate in this questionnaire. It is an important component of my masters' dissertation, which aims to gather data on the effectiveness of using educational games in enhancing learners' vocabulary in primary school. Your participation is greatly appreciated, and I kindly request that you provide, precise, clear, and complete responses. Please put a tick to indicate the appropriate answer (s). If necessary, please provide detailed explanations to support your responses.

Thank you in advance.

### **Part One: Background Information**

#### **Q1: Gender**

Male ( )

Female ( )

#### **Q2: Age**

20-30 ( )

31-40 ( )

41-50 ( )

+50 ( )

#### **Q3 : How long have you been teaching ?**

From 1 to 5 years ( )

From 6 to 12 ( )

More than 12 years ( )

#### **Q4 : The level you teach**

3<sup>rd</sup> year ( )

4<sup>th</sup> year ( )

**Part two: An Introduction to Vocabulary Teaching**

**Q5 : In what way do you introduce new vocabulary?**

Methods	Always	If needed	Occasionally	Rarely	Never
Visual Method (images, videos )					
Translation					
Atonym/Synonym					
Definition					
All of them					

If others, mention them please.

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

**Q6 : To what extent do your pupils attach importance to vocabulary acquisition in the process of learning a foreign language?**

Very much ( )

Little ( )

Not at all ( )

**Q7: Do pupils find it challenging to grasp vocabulary?**

Yes ( )

No ( )

**Q8: If yes, mention two difficulties**

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

**Part Three : An Overview on Using Games in Vocabulary Learning**

**Q9: How frequently do you utilize games in classroom?**

Always ( )                      Sometimes ( )                      Rarely ( )                      Never ( )

**Q10: Do you think that playing games in class may foster a positive learning environment?**

Yes ( )                      Sometimes ( )                      No ( )

**Q11: When playing games, your pupils are:**

Highly motivated ( )      Motivated ( )      Fairly motivated( )      Not motivated ( )

**Q12: Do you think educational games develop pupils' vocabulary knowledge?**

Yes ( )                      No ( )

**Q13: When you use games in classroom, do you face any problems?**

Yes ( )                      No ( )

**Q14: If yes, mention or three of them**

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

**Q15 : If yes, mention or three of them**

.....

.....  
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## المخلص

المفردات هي أحد المكونات الرئيسية التي تساهم في تحسين المهارات اللغوية الأربع. ويجد معظم التلاميذ صعوبة في تذكر مفردات جديدة، ونتيجة لذلك، يصعب بناء مفردات مما يزيد من صعوبة تعلم اللغة الانجليزية . وقد اعتمدت هذه الدراسة منهجا بحثياً شبه تجريبي لدراسة أثر استخدام الألعاب التعليمية لتحسين الكفاءة اللغوية لتلاميذ المدارس الابتدائية في السنة الرابعة. و استخدمت هذه الدراسة أداتين لجمع البيانات، وقد نُقلت تجربة إلى تلاميذ الاختبار الأولي وتنطوي التجربة اللاحقة على اختبار تصميم مجموعة تدابير متكررة. وعلاوة على ذلك، وُضع استبيان منظم على ثلاثة عشر مدرساً من مختلف المدارس لإبراز وجهة نظرهم ومواقفهم إزاء استخدام الألعاب لتحسين الكفاءة اللغوية للتلاميذ. ونتيجة لذلك، كانت الأساليب المقترحة فعالة في تحسين كفاءة المتعلمين في المفردات. وبالإضافة إلى ذلك، اكتُشف أن لدى المدرسين ردود فعل إيجابية بشأن استخدام الألعاب كأدوات تعليمية خلال عملية التعلم .