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Department of English**



**Teachers and Students' Perspectives Towards Video
Game Based Teaching Technique in Teaching
Vocabulary for Intermediate School Students**

A Thesis

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Babylon in Partial Fulfillment of the Requirements for the Degree
of Master of Education in Methods of Teaching English

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1444 A.H

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



وَمَا أُوتِيْتُمْ مِنَ الْعِلْمِ إِلَّا قَلِيْلًا (١٥)

سورة الاسراء

صدق الله العظيم

Dedication

*To: "Allah" for blessing me with knowledge and making my work
easy for me*

my father who encourages and helps me all the time

my mother who supports me to finish my study

my husband who helps and motivates me

my brothers who encourage and support me

Supervisors' Certificate

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Abstract

The main goal of the current study is to investigate the impact of using educational video games technique on the vocabulary acquisition performance in learning English language from teachers and students' points of view. To achieve the aims of the study, the researcher follows a quantitative method in her research. A questionnaire is developed to be the main tool for collecting data from English teachers and students in intermediate schools .

The researcher has used the Statistical Analysis System (SAS) to analyze the data .The researcher uses different statistical tools such as Chi square Arithmetic Mean, Standard deviation, Rank,T- test to achieve the aims of the study .The study is conducted to teachers and students in intermediate schools. The researcher has chosen the schools randomly as a sample for the study in Babylon province .

The study concludes that using educational video games strategy is a very efficient way in teaching English vocabulary for EFL students. It suits all types of students since they are free to learn anywhere at any time without force . Educational video games strategy improves the learners' vocabulary. It adds fun to the lessons by using technologies and creates a good environment for students that increase their motivation for learning. Educational Video games seem to be a new trend brought for technology and social media for purposes of pleasure and they have been proved in the educational field as a possible learning mediation.

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List of Abbreviations

Abbreviations	Full Forms
ANOVA	Analysis of Variation
CTML	The Cognitive Theory of Multimedia Learning
DVGs	Digital Video Games
SAS	The Statistical Analysis System
VGBT	Video Game Based Teaching
L2	Second Language
GBT	Game Based Teaching

Chapter One

Introduction

1.1 Statement of the Problem and Its Significance

Given the rapid development of software programs and the accessibility of young people to technology, higher education has begun to accept video game based teaching (VGBT) as a more common pedagogical practice for teaching in classroom (Omegna, 2020:6).

English language learners are struggling in academia in middle and high schools. One of these difficulties is a lack of academic vocabulary knowledge, which represents a significant number of words in academic texts (Nation, 2001). The probability of acquiring an unknown word incidentally is about 15% for native speakers of English and often less for ELLs, so there is a need for effective, direct instructional techniques for academic vocabulary teaching (Carlo et al, 2004). Many studies have been conducted and supported game based teaching (GBT) for vocabulary acquisition.

The problem of the current study stems from the low-performance level of students in English vocabulary as their English exams results and as other teachers of English affirm. the students' low-performance level in vocabulary requires serious research for alternative and effective strategies that increase students' performance such as using video games to facilitate the teaching of the vocabulary (Omegna, 2020:6). This study is an attempt to reveal EFL schools teachers and students' perspectives toward the use of VGB instructions in teaching vocabulary. To reveal the most significant tool that can fit the students' language levels and background, the researcher has made the literature review and the previous studies and found that the most usable technique in developing students' vocabulary is "Video Games".

Gee (2007) outlined 36 principles found in video games that could positively affect educational practices. Many of these principles can be applied to all games used in GBT. Games provide active and critical learning experiences as opposed to passive learning exposures. Learners commit to the gaming experience, take risks in a non-threatening environment, receive amplified output for the limited input necessary to play, learn content along

with their own learning potential, experience much practice, have opportunities for intrinsic rewards, and experience ongoing learning.

1.2 Aims of the Study

This study aims at finding out the following:

1. Teachers and students' perspectives towards VGB teaching technique in teaching intermediate school students' vocabularies according to age, video games frequencies, qualification, and years of experience variables.
2. Finding Iraqi EFL teachers' perspectives towards the use of video games in students' vocabulary teaching.
3. Finding Iraqi EFL students' perspectives towards the use of video games in vocabulary learning.

1.3 Research Questions

To achieve the aims of the study, and as the study design is quantitative research based on a questionnaire, the researcher has set the following questions:

1. Are there any statistically significant differences in the teachers' and Students' perspectives towards the VGBT technique in the teaching intermediate school students' vocabularies according to age, video games frequencies, qualification, and years of experience variables?
2. To what extent do the Iraqi EFL teachers' perspectives correspond to the use of video games in students' vocabulary teaching?
3. To what extent are the Iraqi students' perspectives positive towards the use of video games in vocabulary learning?

1.4 Limits of the Study

The results of this study are limited to the following:

1. **Participants:** the participants in this study are EFL teachers and students of intermediate schools.
2. **Location:** the location of the schools is in Babylon Governorate.
3. **Duration:** The study has been conducted during the second semester of the academic year 2021-2022.

4. **Instrument:** to collect the data for the study, a questionnaire has been adopted.

1.5 Procedures

The following procedures were conducted:

1. In the current study, the descriptive analytical approach will be applied.
2. The questionnaire for teachers is the data collection tool. The students will be given a specific questionnaire to answer the questions.
3. The questionnaire content the using VGBT technique will be analyzed after using the statistical analysis system (SAS).
4. A questionnaire is given to teachers and students to get their points of view in two ways, first, online and second by hand as a traditional way when the researcher visits the schools.
5. After gathering the responses, the researcher is going to analyze them depending on the basic questionnaire.
6. Conclusions, recommendations, and suggestions for further studies are given at last.

1.6 Definition of Basic Terms

The study involves various key terms that need to be understood, as they form the basis of the study. The definitions below reflect the meanings of the terms in the context of the study.

1.6.1 Video games: a platform-specific term that falls under the broad umbrella of digital games and their primary purpose is so-called ‘entertainment’ (Girard, Ecalle, & Magnan, 2013:213).

Game Based Teaching: Commonly abbreviated as GBL, for the purposes of this study, it is defined by IGI Global (2008) as: “using games on a platform in an educational setting to incentive and “further learning”. Trybus, (2015) defines GBL as a pedagogical approach that applies gaming principles to teaching and learning which is also referred to as gamification.

1.6.2 Vocabulary

According to Kang (1995), **vocabulary** is the basic unit of language learning. The words shape the main sections of a message. A person is not able to learn a language without knowing words.

According to Corrales (2011: 7), **vocabulary** is all the words that a person knows or uses, Also vocabulary is all the words in a particular language. Nation (2001), Read (2004), and Donmus (2010) declared that **vocabulary development** is a particular part of learners' language development.

1.7 Operational Definitions

Video Game: Its mean uses pictures, sound, and animation through displaying the material to facilitate learning.

Vocabulary: the basic step to learning any language is vocabulary learning because it is important for communication and understanding each other.

Chapter Two

Theoretical Background and Previous Studies

2. Introductory Note

This chapter presents an overview of vocabulary and educational video games technique. It is an attempt to provide comprehensive details of acquiring vocabulary, video games technique, and previous studies that are relevant to the current study are introduced as well.

2.1 Definition of Vocabulary

Vocabulary learning is an imperative part of learning a foreign language (Schmitt & Carter, 2000). Many researchers indicate that real communication is a result of suitable and adequate vocabulary learning as compared with learning grammar rules only (Cook, 2013). In reality, vocabulary is the heart of any language since without having enough storage of vocabulary; students will not be able to understand English well to communicate with their peers or to express their own ideas in front of others. When you have a wider vocabulary in your target language also helps support all four-language skills: reading, writing, listening, and speaking. As (Nation, 2015) notes in his paper on vocabulary learning: “Vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading, and writing easier to perform. Wilkins (1972: 111-112) declares that “Without vocabulary, nothing can be conveyed.” vocabulary basically joins the four skills of language inside and outside of the classroom (Huyen & Nga, 2003) since students’ information of it influences positively their capacities to read, write, listen, and talk. Vocabulary is more than just a single word and each vocabulary should be called an "item" instead of a "word" (Ur, 2012:60).

Some linguists claim that vocabulary is the key elements of language learning without thinking of the kind of language whether it is -first, second or foreign. (Decarrico, 2001). Some linguists even think that vocabulary instruction should be the first step in foreign language teaching and learning process as it is necessary to succeed in healthy communication because “feeling inadequate in choosing the right vocabulary items makes the speaker angry and breaks the communication” (Wallace, 1982: 9). It has

been understood that the vocabulary knowledge is as important as the other parts of the language because it is clear that without sufficient vocabulary knowledge, meaningful and proper communication cannot be mentioned even when grammar is learnt well and the sounds are controlled successfully.

More recent studies suggest that second language learning is largely dependent on vocabulary and learners need large vocabularies to successfully use a foreign language, and so high vocabulary targets need to be set and pursued' (Schmitt, 2008: 353). According to (Kang, 1995), vocabulary is the basic unit of language learning. The words shape the main sections of a message. A person is not able to learn a language without knowing words.

A vocabulary learning process usually follows a pattern where students learn new words, get to know the meanings in their mother tongue(s), see how they could be applied in other contexts, and in the end use the same words in their everyday life. Other scholars have also suggested that a vocabulary of between 2000-3000 words not only enables about 80% of learners to a written text but also allows them to deduce or guess the meaning of unknown words from context, negotiation of meaning with teachers and peers which ends up adding new words to their already existing mental lexicon (Tebeweka, 2021:6).

Vocabulary is the core of any language. Several studies have paid special attention to vocabulary, and a variety of methods and different scholars who seek to propose an appropriate way to facilitate vocabulary acquisition have examined strategies. Vocabulary acquisition sounds occur in a relaxed, motivating, and enjoyable environment where learners concentrate on the new word, and its contextual usage. Several factors may be critical in creating an environment with similar enjoyable features, e.g. games, drawings, humorous behaviors, materials and illustrations. Recently with the emergence of new computerized and net-based technologies such as internet learners have access to online games (Ashraf et al, 2014:287).

In fact, Musa (as cited in Camacho Vasquez & Ovalle, 2019) explains that there are two groups of vocabulary that gamers might acquire during digital gameplay. The first one is called *the General Meaning of Words*. This type of vocabulary is composed of all wordlists that are presented in other

functions, but the player does not need to know them to play the game. The other is the *Situated Meaning of Words*, that is a glossary that the gamers are supposed to understand in order to succeed in a certain game. For a teacher, it can be important to consider these two categories while choosing the type of vocabulary he/she intends to teach. It should be noted that students tend to learn general meaning of words more than situated meaning of words (Camacho Vasquez & Ovalle, 2019).

2.1.1 Importance of Vocabulary Teaching

One thing that students, teachers, curriculum designer and researchers all agree on is that vocabulary learning is an essential part of mastering a foreign language. (Nation & Kyongho, 1995) categorize vocabulary into two main groups: general service vocabulary (frequently used words) and special-purpose vocabulary (words for academic purposes). They believe that this classification is important because different types of words require different instructional processes. Vocabulary learning is very important for people who learn English both as foreign language and as second language. (Schmitt, 2008) states that, in the current research on second language vocabulary learning, a large vocabulary is needed in order to function in English: nearly 8000-9000 word families for reading, and perhaps as many as 5000-7000 word families for speaking.

Tozcu & Coady (2004: 473) point out that learning vocabulary is an important aspect of second language and foreign language learning and academic achievement and is vital to reading comprehension and proficiency, to which it is closely linked Moreover, (Huebener ,1965:88) states that learning of lexicon is based on the formation of specific habits. Since this involves the association of symbols and their meaning, it is clear that an enrichment of the meaning of the word is as important as its frequent repetition.

According to (Grauberg , 1997: 15), the method of teaching vocabulary includes **four stages**:

a. Discrimination

This is the basic step. It involves the ability to distinguish sounds, letters from those next to them, and from the sounds and letters of similar words when listening and reading; to keep them distinct when speaking and writing.

b. Understanding Meaning

This means understanding the concept of the foreign word or phrase. Often this is straightforward because the word can be related to its referent by direct association or because there is equivalent word in English.

c. Remembering

The next step after introducing and explaining new material is to ensure its retention. Once learners have found out the meaning of a word, they have no reason to attend to it anymore, and it will be forgotten.

d. Consolidation and Extension of Meaning

Learning new words is not an instantaneous process if it were, and if presentation were the only critical variable involved, and then words would not be forgotten and need to be relearned. As it is, however, it seems that words are taken in slowly overtime. Achieving lexical command is a slow process. If one tries to analyze this process by relating it to linguistic description of vocabulary learning, pronunciation and spelling are probably acquired first, after the understanding of meaning, control over morphological forms and syntactic links comes next and full semantic knowledge is last. (Grauberg ,1997: 22).

2.1.2 Learning and Remembering New Vocabulary

According to (Nation, 2001), a word cannot be well known after only one exposure since there is so much information about a single word. Therefore, repetition and recycling of vocabulary are of crucial importance when it comes to actually learning new words. Milton (2009: 209) states that

repeating and recycling new vocabulary in order for it to be satisfactorily learnt is as given as revision of any other newly learnt material.

(Nation, 2001) talks about three processes, which are important in order to remember new vocabulary. These three are noticing, retrieval and creative or generative use. The first important process, noticing, implies that a learner must pay attention to the new word and also to see it as useful. Therefore, Nation claims, motivation and interest are important factors. The second process in order to remember a word is retrieval. A word that has been noticed may be explained by a teacher or by a dictionary. By retrieving this newly learnt word during a task that particular word is more likely to be remembered. A learner will also have to make use of his or her receptive skills when retrieving the meaning of a new word that has been heard or read. Productive retrieval means that a learner will have to try to retrieve the written or spoken form of a word in speech or in writing. The third process, creative or generative use of the word, is to some degree comparable to the process of retrieval, since it also involves both reception and production. However, this third process involves using or meeting a word in other ways than it was used or learnt from the beginning.

This means, according to Nation, that the learner will be forced to conceptualize his or her knowledge of a word. Meeting a word used in new ways in reading or listening involves a receptive process, whereas producing new ways of using the word in other contexts involves production (Nation, 2001: 65).

When learning a vocabulary in a second language, technology can be of great help. It has been said that when learners are able to look at pictures or video glosses when receiving a translation of a L2 word, that word is more likely to be remembered. From the helpful tools in language learning and vocabulary learning are blogs, social networks and video or computer games (Blake, 2013: 113, 174).

To sum things up, in order to learn and remember new vocabulary, it is important to recycle and repeat the words (Nation 2001; Milton 2009). It has been also shown that the use of the L1 in second language learning has positive effects on vocabulary learning and, therefore, the out-dated bilingual wordlists are actually effective learning tools (Laufer and Girsai, 2008; Milton, 2009; Laufer and Nation, 2012; Lin, 2013).

2.1.3 The Learning of Vocabulary

Learning of vocabulary undoubtedly is a fundamental aspect of L2 proficiency. The vocabulary can be learned either intentionally or incidentally. Whereas the former refers to the learning of vocabulary with the learner's explicit intent of doing so, the latter refers to "the learning without an intent to learn, or as the learning of one thing, e.g. vocabulary, when the learner's primary objective is to do something else, e.g. to communicate (N. Ellis, 1994; R. Ellis, 1999)

2.1.3.1 Intentional and Incidental Vocabulary

Implicit learning is a term often used interchangeably with incidental learning, unintentional learning and unplanned learning. These terms suggest that new words can be learned as by-products of other classroom activities, such as interaction, listening or reading (Milton, 2009: 219). New vocabulary can evidently be acquired implicitly, both in classroom activities and during spare time activities. As mentioned earlier, one form of implicit vocabulary learning occurs when reading (Krashen 1989; Lightbown and Spada 2006), but implicit learning is not restricted to the written form. A great deal of vocabulary is learnt through oral input and, therefore, teacher talk is an important source when learning another language. According to (Milton, 2009: 227), oral input also takes place when listening to songs or watching films in the L2.

Learning Intentional vocabulary acquisition is memorizing straightforwardly term after term with their respective translations from a list. Intentional learning is quick and therefore usually preferred by learners, but it is also superficial. Learners encounter vocabulary in an isolated, often infinitive form and remain incapable of using it correctly in context. Moreover intentionally learned vocabulary sinks faster into oblivion. Didactically recommendable vocabulary acquisition exposes learners comprehensively to every term, embedding it deeply and solidly in the mental lexicon (Aitchison, 2003: 67).

Incidental vocabulary learning, namely through contextual deduction in target language reading, meets these recommendations. Learners encounter terms together with syntactic information, which helps using the accurate words in an idiomatic way. Vocabulary in context often appears

repeatedly under different aspects and hence engrains in the learners minds. Unfortunately it takes long until enough vocabulary for fluent conversations is incidentally gathered (Cobb, 1999: 353). (Gass, 1999:326) introduces factors that are involved in learning vocabulary in a schematic representation that also captures the difference between incidental and intentional learning. She suggests that words are more likely to be learned incidentally if (a) there are recognized cognates between the native and the target languages, (b) there is significant L2 exposure, or (c) other L2 related words are known.

Based on the interpretation of the term consciousness, (Reider, 2003:29), is said to argue the types of incidental learning that can take place. That is, if we equate consciousness with intentionality, then the absence or presence of consciousness will lead to incidental and intentional learning. In a similar vein, if we consider consciousness as awareness, then we will have explicit learning in the presence of consciousness and implicit learning in its absence.

According to these definitions, the term implicit will be equated with ‘non-consciousness’ in the sense of ‘unawareness’, while incidental will be equated with ‘un-intentional’ (without any restrictions as to the role of awareness). Reider (ibid: 32) finally concludes, “Incidental learning as being composed of implicit learning processes (which happen without the learner’s awareness) and/or of explicit learning processes (which take place without learning intention but nevertheless involve online awareness and hypothesis formation).”

2.1.4 Techniques of Teaching Vocabulary

The followings are a few techniques of instructing lexicon as proposed by a number of experts:

2.1.4.1 The Use of Objects

This technique can help learners remember vocabulary better, because memory for objects and pictures is very reliable and visual techniques can act as cues for remembering words .Using this technique includes the use of visual aids, and demonstration (Takač & Singleton, 2008).Visual technique considered particularly supportive with vocabulary retention. Learners keep

in mind the material that has been displayed by implying visual aids (Zebrowska, 1975:452).

In addition, Gairns & Redman (1986) state that real objects technique is appropriately employed for beginners or young learners when presenting concrete vocabulary. Objects can be used to show meanings when the vocabulary consists of concrete nouns. Introducing a new word by showing the real object often helps learners memorize the word through visualization. Objects in the classroom or things brought to the classroom can be used.

2.1.4. 2 Drilling, Spelling, and Active Involvement

Drilling is employed to make learners get accustomed to the word form especially to how it sounds. To make learners more familiar with the word, drilling ought to be clear and natural (Thorbury, 2002). Drilling is very necessary since learners need to say the word to themselves as they learn it to recall the words from memory (Read, 2000; 2004).

The primary means of spelling is actually memorizing words. Word spelling needs to be considered since spelling forms of English words is not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find out word's meaning by elicitation (Takač & Singleton 2008). Elicitation maximizes learners' speaking opportunities, and acts as a way of checking learners' understanding (Thorbury, 2002). This technique also includes personalization, which is using the word by learners in a context or sentence that is related to their life.

2.1.4. 3 Drawing and Picture

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used repeatedly in different contexts if they are made with cards and covered in plastic. Teaching vocabulary using pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn

by the teacher or students, they are sets of colorful pictures intended for schools. (Walters, 2004).

The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps make the word more memorable (Susanto, 2017:187).

2.1.4.4 Guessing from Context

Guessing from context as a way of dealing with unfamiliar vocabulary in unedited selections has been suggested widely by L1 and L2 reading specialists (Dubin, 1993:194). Alqahtani (2015) claims that there are two types of contexts. The first type is the context within the text, which includes morphological, semantic and syntactic information in a specific text. while the second one is the general context, or non-textual context, which is the background knowledge the reader has about the subjects being read.

Teaching from context not only includes learning from extensive reading, but also learning from taking part in a conversation, and learning from listening to stories, films, television or the radio (Nation, 2001). In order to activate guessing in a written or spoken text, there should be four elements available: the reader, the text, unknown words, and clues in the text including some knowledge about guessing. The absence of one of these elements may affect the learner's ability to guess. Furthermore, this technique encourages learners to take risks and guess the meanings of words they do not know as much as possible (Walters, 2004).

2.1.4.5 Use of Dictionaries

Using a dictionary is another technique of finding out meanings of unfamiliar words and expressions. Students can make use of a variety of dictionaries: bilingual, monolingual, pictorial, and the like. dictionaries are "passports to independence," and using them is one of the student-centered learning activities (Uberma ,1983:83).

2.1.4.6 Verbal Clarification

This relates to the utilize of illustrative circumstances, synonymy, opposites, scales (Gairns and Redman, 1986:74) and categories (Allen and Valette, 1972:116). If teachers want students to remember new vocabulary, it

needs to be learnt in context, practiced, and then revised to prevent students from forgetting. Teachers must make sure students have understood the new words, which will be remembered better if introduced in a "memorable way"(Hubbard et. al, 1983:50).

2.1.5 The Relationship between Repetition of Games and Teaching Vocabulary

According to (Chen & Hsu, 2019: 15) propose, although serious games may lead to L2 vocabulary learning, it would be interesting to further explore whether different levels of frequency affect different types of vocabulary knowledge in the context of gaming', this is, to 'examine the relationship between vocabulary knowledge and the number of occurrences of target items.' Many of the watchers reported feeling a little bored watching the same level of the game five times, while many of the players wanted to continue playing the game to be able to raise their score further, and to learn more of the language in the game.

Alternatively, Gass & Selinker(as cited in Demirbiek et al. ,2010:763) indicated that repetition that occurs through games allows a learner to be exposed to the learning target language and creates more opportunities for acquisition to occur. Chen & Hsu (2019: 11) believe that repetitive exposure (i.e. more than six times) to words also has a positive influence on incremental vocabulary acquisition in gaming.

In summary, both the players and the watchers of the video game recalled vocabulary from the game, but the players recalled significantly less vocabulary than the watchers. DeHaan et al (2010:85) argue that" players of the video game were asked to play the game and attend the vocabulary simultaneously and these multiple foci of attention prevented them from noticing and recalling more vocabulary items than the watchers".

2.2 Roles of Games in Teaching

Boyle (2011) states that games play a vital role in building students' self-confidence. As educational tools, games utilized to increase motivation and authentic communicative practices, since games have been conceptualized as an enjoyable factor in language learning. They create a

funny environment in which learners and even the teacher become more interested in learning and teaching process. In addition, games have been found as a serious and common element for providing stimulation and simulation in educational settings (Ashraf et al, 2014:287).

2.2.1 Advantages of Using Games in Education

Games have many advantages for both language teachers and its learners. They support learning the target language when students are involved in the games and have fun without noticing that they are learning the target language, and furthermore it is a pleasure for the teacher that he presents the language in an enjoyable atmosphere, which makes the job powerful. McCallum (1980: ix) emphasizes this point by saying that “games automatically stimulate student interest, a properly introduced game can be one of the highest motivating techniques.” Another advantage of using games in a foreign language setting is that learners do not feel any anxiety and their positive feelings increase and their self-confidence improve because they are not afraid of being punished or criticized while they are practicing the language freely (Crookal, 1990).

According to (Zirawaga et al, 2017: 56) the advantages of using games in education are :

1. Engage students

The major role of applying technology is to engage students and to encourage students to participate. The use of games in education plays an important role in engaging students by encouraging a hand in an approach.

2. Help students remember

The use of games in education aims to help students remember what they have learnt as active participation is encouraged. Learning should not mean rote memorization but students can use games to remember the critical points that they can apply in their examinations as well as in real-world situations.

3. Visual and computer literacy

This is something which is crucial in light of the truth that we live in a world which is ruled by innovation. By playing games, students gain visual

and computer proficiency abilities, which will prepare them for the world of work.

4. Rule following and problem-solving skills

Game drills are based on order followed and students are required to pursuit rules in arrange to realize a great score and move to the next stage. Students can effectively apply this knowledge in real world situations as they are encouraged to think in a widely way.

5. Beneficial for students with attention disorders

Using games can help capture students' attention as this is considered to be a funny way of learning. Research conducted has discovered that web-based games can assist kids who experience attention problems (Zirawaga et al,2017).

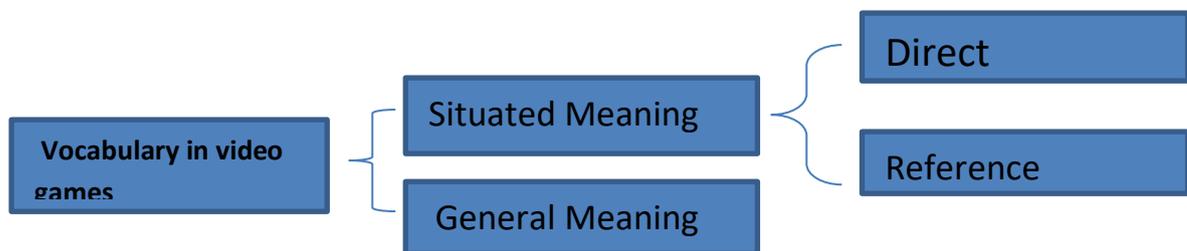
2.2.2 Types of Vocabulary in Video Games

There can be two groups of vocabulary that gamers might obtain through the gameplay.Musa (2015: 448) states a general meaning or situated meaning of words. General meaning is composed of the lexicon that has a purpose apart from the actual gameplay. That means, a player does not need to know them in order to play but these words are present in other functions.

To the group of situated meaning, words belongs to all the words included during the game that users are supposed to understand to succeed in a certain game. In this extent, there are two subcategories of situated meaning of vocabulary: direct vocabulary and reference vocabulary. Direct vocabulary is all the words that are visually materialized on the gameplay and the player can interact with them. Reference vocabulary is all the words that are necessary for the completion of the game. It is important to consider these two categories as they help understand that students tend to learn direct vocabulary more than reference vocabulary (Camacho and Ovalle ,2019: 178)

Figure 1.

Type of Vocabulary Found in Video Games (Musa 2015).



2.2.3 Video Games

As technology becomes more advanced for each passing day, it would be a waste not to take the opportunity to integrate it into normal curricula, and this seems to be an opinion shared by others as well. today, children spend long hours playing video games, which are mostly in English language. (Turgut & Irgin, 2009:1) they stated that

“In relation to future English learning and technology, the study suggests ways forward in implementing the study and utilization of technology. Young learners’ playing online games promotes language learning and especially vocabulary skills. They would be best advised to try to play online games that are useful resources for language learning.” (Turgut & Irgin, 2009:5).

Demirbilek et al(2010) argue that video games are creating new social and cultural environment and by combining thinking, social communication and technology it also facilitates learning . Vahdat&Rasti- Behbahani, 2013: 62) argue that video games provide a context in which participants can discuss scenarios and outcomes in order to facilitate their understanding of other concepts and can improve children’s reading, spelling, and spatial abilities and critical-analyzing techniques. Moreover, demonstrates that a few kinds of video games display learners with novel target words; in this manner, the learners’ lexicon levels may increase.

On the other hand, Aghlara & Hadidi- Tamjid (2011:555) propose that using games in young learner's class smooth their learning because the games capture their attention and motivate them. Teaching vocabulary through the use of games is beneficial as games provide enjoyment and interest in learning .Students especially young learners accept new foreign languages easily, if effective tools are devised to teach vocabulary. Vocabulary learning is considered as a difficult task because of memorizing unfamiliar words and spelling. In order to motivate and engage students more in the learning process, games could be an effective way. Technologies used in classrooms push us to move forward from conventional pen-and-paper instruction to more interactive and productive digital classroom activities (Hazar, 2020:101).

Games have a great effect on learning vocabulary. They include friendly competition and create cooperative learning environment. They improve learners' communicative abilities and learners have an opportunity to use the target language. A game creates a meaningful context for language learning. It can be stated that using vocabulary games in the classes enables learners to improve their English knowledge flexibly and communicatively (Alavi& Gilakjani, 2019).

2.2.4 Features of Casual Video Game

The phenomenon of casual gaming is related as one of the most prominent changes that the video game industry has gone through (Kultima, 2009). In spite of the fact that many definitions of casual video games exist and even examples that resist the casual/hardcore divide as Bogost, The videogames designer (2007: 144), in this study the researcher adopt Fortugno's (2008) approach that defines casual video games as a gateway for non-gamers to engage in a digital play. Kuittinen et al. (2007) see that casual videogames are sometimes referred to as a genre within the general gaming taxonomy, and at other times, genres like puzzles, card games, and board games are referred as casual video games.

Casual gaming is the new revolution of video games. According to Juul (2010:50), to consider a video game a casual game, he lists five

components of casual gaming. Firstly, Fiction - Casual games are generally set in pleasant environments. Casual game design has emotionally positive fictions as opposed to the emotionally positive fiction and the emotionally negative, vampires and war settings of traditional video games. Second component is usability - The player trying to play the game may or may not have trouble understanding of how to play. Casual games presuppose little knowledge of video game conventions. The next component is Interruptibility - Casual game design is very interruptible. A game design demands a certain time commitment from the player. It is not that casual games can only be played for a short period of time, but that casual game design allows the player to play a game in brief bursts. The fourth component is about punishment and challenges. A game challenges and punishes the player for failing. Casual games often become very difficult during the playing of a game, but they do not force the player to replay large parts of the game. Single-player casual game design has lenient punishments for failing and the final one is juiciness (excessive positive feedback) though this was not predicted by the descriptions of casual players, casual game design commonly features excessive positive feedback for every successful action the player performs

(Musa, 2015:445)

According to (Reinders & Wattana, 2011:25), educational video games can 'increase student excitement, lower anxiety, and improve readiness to communicate'. (Tsai and Tsai 20 18:355) conclude that 'the use of digital games can effectively motivate and enhance students' L2 vocabulary learning.

2.2.5 The Contributions of Educational Computer Games to Language Learning

Researchers like Chapelle (1998) and Warschauer and Healey (1998) have argued that computer assisted language learning can enhance learner independence and autonomy defined by Holec to be "the ability to take charge of one's own learning" (as cited in Cotterall, 2000, p. 109). According to them, the multimedia environment can incorporate learning strategies and learner field dependence/independence. The implementation of computer games in EFL classrooms is currently discussed as an outstanding topic in academic studies (Meyer, 2013:43) proposes that games provide contextualized input in language learning and provide challenge and competition to engage young learners in self-directed learning. Additionally, Franciosi (2011) states that "computer games influenced students positively and support intrinsic motivation"(p:19). The proper use of educational games

in a classroom arouse students' interest in learning language, enabling them to participate more actively in the activities and practices involved in the learning process (Campos. et .al, 2013:220). Namely, educational games provide engaging substitutes for real-life experience to learners who discover virtual worlds rich in opportunities for linguistic exposure and communicative practice. Moreover, Donmus, (2010:1497) believes that The value of educational games has been increasing in language education since they help make language education entertaining.

Educational computer games are said to promote metacognitive strategy use and to foster both strategic and communicative competence by helping learners to assess the characteristics of a language-use situation, set communicative goals, plan responses and control the execution of their plans, can reduce the fear of making mistakes and encourage them to be risk-taker thus lower affective barriers to acquisition. Furthermore, educational games provide students with opportunities to resolve problems by themselves, and promote learner autonomy by enabling them to be decision-makers. When the students need to work in small groups to maximize cooperative learning and to enhance opportunities for language use, provide real content for language learning, and present scenarios in virtual environment and give instantaneous feedback (Ranalli, 2008: 449).

Zheng (2009:132) suggests that EFL teachers needed to be aware of their roles in a digital based language-teaching context. The teachers should develop a new and innovative understanding to integrate course content in formal setting with digital game based learning. The teacher should understand her role in complex game based virtual learning environments and how technology incorporates foreign language pedagogical practices. From that perspective, educational games in digital context requires a teacher's conceptual change of her/his teaching philosophy to embrace constructivist teaching, and also requires teachers to be technology proficient in order to take full advantage of constructivist computer enhanced learning environments.

2.2.6 Video Games as Educational Research Tools

Computers have changed people's lives, and video games have been part of that innovation. The video game phenomenon has recently caught the attention of researchers from varied disciplines (e.g., psychology and education) who have sought to utilize it as a tool for advancement and improvement. Most of the studies have resulted in positive and beneficial findings. Video games are another avenue for "experimentation in a safe virtual environment" (Kirriemuir, 2003:7).

The possibility of the pedagogical use of video games has as of late caught experts' consideration in the field of education. Numerous researchers agree with Piaget (1950) who believes that play is vital to learning new skills, and recently, studies and projects, organizations, and books have emerged exploring new uses for game based technologies in learning. Additionally a few simulation video games show players with new words which are required in order to succeed within the game, and, thus, the players' lexicon levels may rise as a result (Vahdat & Behbahani,2013:62).

Video games can clearly consume the attention of children and adolescents (Malone, T. ,1981: 342). However, it is significant to evaluate the extent that videogame technology had an impact on childhood education. Since videogames have the capacity to make children participate in learning process, this has driven to the rise of "edutainment" media. Just by watching children, it becomes very clear that they prefer this type of approach to learning. However, it appears that very few games on the commercial market have educational value.

Some evidence suggests that important skills may be built or reinforced by video games. For example, spatial visualization ability (i.e., mentally, rotating and manipulating two- and three-dimensional objects) improve with video game (Subrahmanyam & Greenfield, 1994:24). Videogames were also more effective for children who started out with relatively poor skills. It has also been suggested that video games may be useful in equalizing individual differences in spatial skill performance.

2.2.7 Influence of Video Games on Vocabulary Learning

In only a few decades, our world has undergone an amazing transformation. Through the technological and more specifically, the internet revolution, communication across borders, cultures and languages is now only a click away. Until the mid-1980s, video games were nothing more than moving pictures with barely any depth to the gameplay other than being a reflex test. They could not contain any narrative because of the lack of attractive graphics and a plot. Gradually, video games had evolved to a point where they were considered an interactive movie designed for passive and, later increasingly, for active language interaction. According to (Doring 2002:59), children build confidence in using the language in a “low-affective” atmosphere for learning. Video games fully engage the attention of learners. They create a non-threatening atmosphere in (Prez, & Guzmán-Duque, 2014: 15).

Video games have been broadly employed in educational contexts upon the premise that they engage students and provide instant feedback, which, according to some authors, makes them optimal teaching and learning tools. It is argued that, if properly designed, video games facilitate long-lasting learning and establish low-anxiety environments that can reduce students' fear of making mistakes. Computer games are increasingly being implemented not only as educational tools in the classroom but also as training devices in an array of environments such as healthcare science and military technology (Calvo-Ferrer, 2021:39).

Video games have been successfully used as language learning instruments and proved useful in second language acquisition (Dehaan, 2008; DeHaan et al., 2010; Sylvén & Sundqvist, 2012; Ke, 2016; Liu, Holden, & Zheng, 2016). DeHaan et al. (2010) find that video games players are able to generally review lexicon after gameplays. Hitosugi et al., (2014) who indicate a positive effect of video games on learners' lexicon improvement.

Vocabulary improvement through video games is more successful than utilizing textbooks. Singaravelu (2008) finds that learning of English language grammar through video games may well be more successful than conventional methods. Video games “provide L2 English learners with a linguistically wealthy and cognitively challenging virtual environment that

will be conducive to L2 learning, as learners get adequate opportunities for L2 input and scaffolded interaction” (Sylvén & Sundqvist, 2012: 302). Roach (2017) also note that video games provide learners with the opportunity to practice their communicative language skills in their target language.

Riahipour and Saba (2012) mention that traditional activities such as memorization of long vocabulary lists, derivations, repetition of words, translation, fill-in-the-blank exercises are boring for students. Scrivener (as cited in Riahipour & Saba :1259) state that using a long list of words and their translation items make no guarantee that remembering will take place. By using vocabulary games, a learning process is going to be more valuable, this method can make vocabulary learning more enjoyable, so it can help students to retain target words more quickly.

By playing games on a regular basis, the students are able to understand the importance of English even more as most games today have English as the original language, if students were to play an online such as MMORPGs the student will realize that the language used the most is English. Therefore, the students start using the language in these games but might not use it in the correct way. It is important for students to try and use the language as much as possible, but at the same time there should be someone present so the students may be told if they are writing or pronouncing something incorrectly. One way for this to happen is if students are encouraged to use the targeted language. Therefore, schools try to have the students use English during English lessons, this has been proven to be a very good way of learning a language there are two ways of learning a language and that is by “learning” it or “acquiring” it (Krashen, & Terrell, 1983:55). The difference between these two ways is as follows:

"The term acquisition describes the communicative situations with others who know the language. Acquisition normally takes place without a teacher and without much attention to the details of what is being acquired. The term learning, however, applies to a more conscious process of accumulating knowledge through analysis of features of a language, such as vocabulary and grammar, typically in an institutional setting, with teachers" (Yule, 2016:209).

2.2.8 Language Learning through Digital Video Games (DVGs)

Computer technology is growing fast especially regarding (DVGs) with billions of dollars being invested in this industry. Children are already spending a tremendous amount of time on these DVGs .This attempt is known as game based teaching which is defined as “any initiative that combines or mixes video games and education”(Tsai & Fan, 2013: 115).Considering language learning (Reinhardt & Sykes ,2012:38) propose a framework which makes a distinction between game based and game-enhanced language teaching.

Wright, Betteridge & Buckby (2005, as cited in Rohani & Pourgharib, 2013: 3541) mention that “With the use of games, the teacher can create various contexts, in which students have to use the language to communicate, exchange information, and express their own opinions.” Using games in order to teach vocabulary is one of the novel methods that are used nowadays, since it is considered as a new trend to strengthen and improve students’ abilities in English. Longman Dictionary of Language Teaching and Applied Linguistics (Richards, Platt, & Platt, 1995:89) defines games as “an organized activity that usually has the following properties: a particular task or objective, a set of rules, a competition between players, and a communication between players by spoken or written language.”

Multimedia indicate to introduction of words (spoken or written) accompanied by images (static or dynamic). Multimedia learning, thus, is ‘when people build mental representations from words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation, or video) (Mayer, 2014: 3). Multimedia instruction, therefore, would be the design of multimedia learning environments that promote this knowledge construction. Research shows that learners perform well on retention and transfer tests when words and pictures are presented together otherwise known as the multimedia principle (Mayer & Anderson, 1991, 1992).

(Shaffer et al. 2005: 107) write that the virtual world created in video games is a powerful tool because it simulates a social context, and helps gamers become masters of their learning using the learning environment provided by the virtual world in the video games. Furthermore, the virtual world, with pictures, voices, and graphics, also helps make an authentic context for learning. In other words, what is going to be taught or learned

can also happen in a real-life like situation that provides situated understanding for learners.

2.2.9 Advantages and Disadvantages of Using Video Game

According to Griffiths (2002: 48) the videogames have the following advantages:

1. Videogames can give components of interactivity that will be make learning better.
2. Videogames attract participation by individuals across many demographic boundaries (e.g., age, gender, ethnicity, educational status).
3. Videogames can assist children in setting goals, ensuring goal rehearsal, providing feedback, reinforcement, and maintaining records of behavioral change.
4. Videogames can be useful because they allow the researcher to measure performance on a very wide variety of tasks, and can be easily changed, standardized and understood.
5. Video games can be used when examining individual characteristics such as self-esteem, self-concept, goal-setting and individual differences.
6. Video games are funny and stimulating for participants Video games also allow participants to experience curiosity and challenge. This may stimulate learning.

There are some *disadvantages* to researching videogames in an educational context. For instance:

1. Video games cause participants to become excited and therefore produce a whole host of confounding variables such as motivation and individual skill.
2. Video game technology has rapidly changed across time. Therefore, videogames are constantly being upgraded which makes it hard to evaluate educational impact across studies.
3. Video game experience and practice may enhance a participant's performance on particular games, which may skew results (Donchin, 1995: 220).

2.2.10 Learning Second Language with Multimedia

Video games connect the written word, a picture, sound, a virtual 3D representation of the object in the game world and actions associated with the object. This makes the players activate word processes on several different levels continuously and simultaneously, which has been proven to enhance word learning (Plass & Jones, 2005:472). Plass & Jones (2005) construct a model for multimedia based second language learning by incorporating elements of the models of Chapelle (1998) and with cognitive theory of multimedia learning.

Figure 2

Model of Second Language Acquisition with Multimedia (Plass and Jones, 2005)

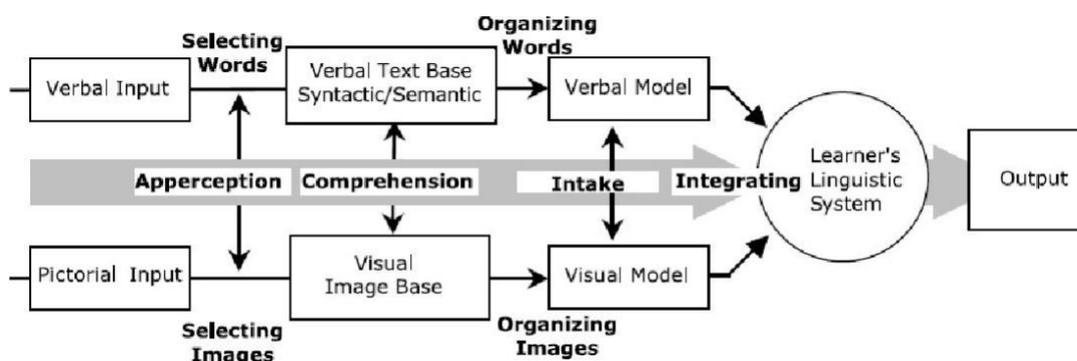


Figure 2. Plass and Jones' (2005) model of second-language acquisition with multimedia.

This model integrates the visual input with the standard text input, illustrating how the two forms of input together integrate into the learner's linguistic system. The rows represent the two information-processing channels, with audio/verbal on top and pictorial/visual below. Moving along the model from left to right, the cognitive language processing phases, going from input through working memory in constructing the models to long term memory which is the learner's linguistic system, which then again can result in language output. The main point of the model is that these processes happen simultaneously. According to Baturay, Yildirim & Daloglu studies (as cited in Donmus, 2010: 1499) "using computers and web in language teaching provides more effective learning compared to traditional method,

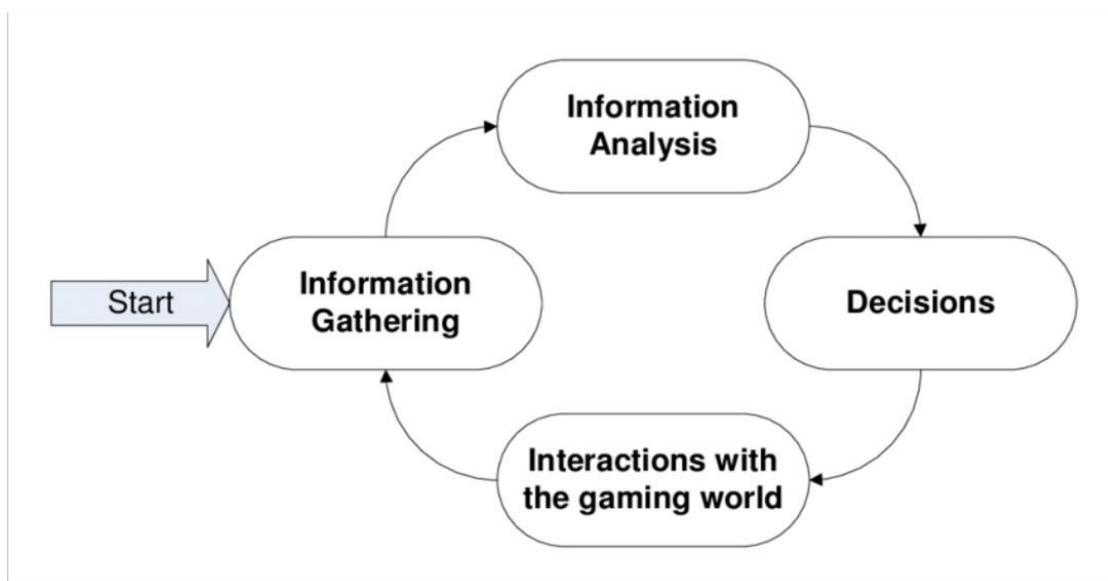
increases the motivation of the learner, develops positive attitudes in students, and increases the retention process ".

2.2.11 Edutainment vs. Educational Games

It is important to distinguish between educational and edutainment games prior to proceeding with a review focused on educational video game design. According to Denis & Jouvelot (2005), “The main characteristic that differentiates edutainment and video games is interactivity, because, the former being grounded on didactical and linear progressions, no place is left to wandering and alternatives”(p :464) . Edutainment games, then, are those, which follow a skill and drill format in which players either practice repetitive skills or rehearse memorized facts. As such, “Edutainment often fails in transmitting non trivial (or previously assimilated) knowledge, calling again and again the same action patterns and not throwing the learning curve into relief (Fabricatore, C. 2007:5).

Figure 3

Interactive Cycle in the Play Experience



Interactivity is “the extent to which users can participate in modifying the form and content of a mediated environment in a real time” (Steuer, 1993:84). While many games include animated or video sequences that do

not allow or require player interaction, games invariably necessitate some degree of player interaction in order to advance (Tamborini et al., 2001: 22).

Turkle (1985: 66–67) suggests that, while television is “something you watch,” a video game is “something you do, a world that you enter and, to a certain extent ... something you become”. While interactivity certainly characterizes video games, it is a challenging construct to frame and to study as it is “overused and under defined” (Heeter, 2000 :75) and perhaps “the most grossly misunderstood and callously misused term are associated with computers” (Crawford, 2005: 25).

Kalyuga et al (1999: 367-368) describe instructional media that cause split attention and extraneous cognitive load as having “several sources of information [that] are difficult or impossible to understand in isolation and must be mentally integrated to achieve understanding”. Although the audio-visual split attention Kalyuga et al. describe can take place in video games (e.g., animations, subtitles, and spoken dialogue), a more primary focus of research on split attention should be of that between the audio-visual elements and the typifying physical interactivity of video games, since video games’ physical interface “requires frequent input from the player and the input required can disrupt the player’s involvement with the game space” (Taylor, 2002: 20).

2.2.12 Motivation and Video Games

Several publications examine motivation in video games. However, not all researchers entirely agree on the source of this motivation. Some attribute the compelling nature of games to their narrative context (Dickey, 2005, 2006; Fisch, 2005; Waraich, 2004). Others find motivation as linked to goals and rewards within the game itself or intrinsic to the act of playing (Amory, Naicker, Vincent, & Adams, 1999; Denis & Jouvelot, 2005; Jennings, 2001). Nevertheless, all find that motivation to play is a significant characteristic of educational video games and that effective game design considers both intrinsic and extrinsic rewards for play. Denis & Jouvelot (2005:462) distinguish between the two: Intrinsic motivation pushes us to act freely, on our own, for the sake of it; extrinsic motivation pulls us to act due to factors that are external to the activity itself, like reward or threat.

Amory, Naicker, Vincent, & Adams (1999:314) examine four different game types and analyze elements that players like most. In this

study, students rate a number of game qualities including the fun aspect, sounds and graphics, type of game, game story and use of technology. Waraich (2004:98) states that intrinsic rewards are based on a high compatibility between the material being instructed and the stimulation strategies used. Using the term fun to: intrinsic motivation. Intrinsic motivation is often described as a drive that one has towards an action that does not require external reinforcement (Harter, 1981). In addition to not requiring external reinforcement, there have been some scholars who link intrinsic motivation to the concept of fun (Malone & Lepper, 1987; Malone, 1981).

The reason to focus on motivation is based on the issue that some academic games have had created funny experiences. In addition to engagement, motivation is thought to be significant to learning, with one scholar arguing: “Motivation is the most important factor that drives learning. When motivation dies, learning dies and playing stops” (Gee, 2004: 23). Therefore, if educators want children to spend more time practicing activities that they are not engaged in, it would help if they motivate those children. There needs to be more research and understanding of motivation in video game design experiments. Sustaining motivation is not a trivial task; even commercial game developers have had difficulty in sustaining motivation across time (Gee, 2004).

2.2.13 The Cognitive Theory of Multimedia Learning (CTML)

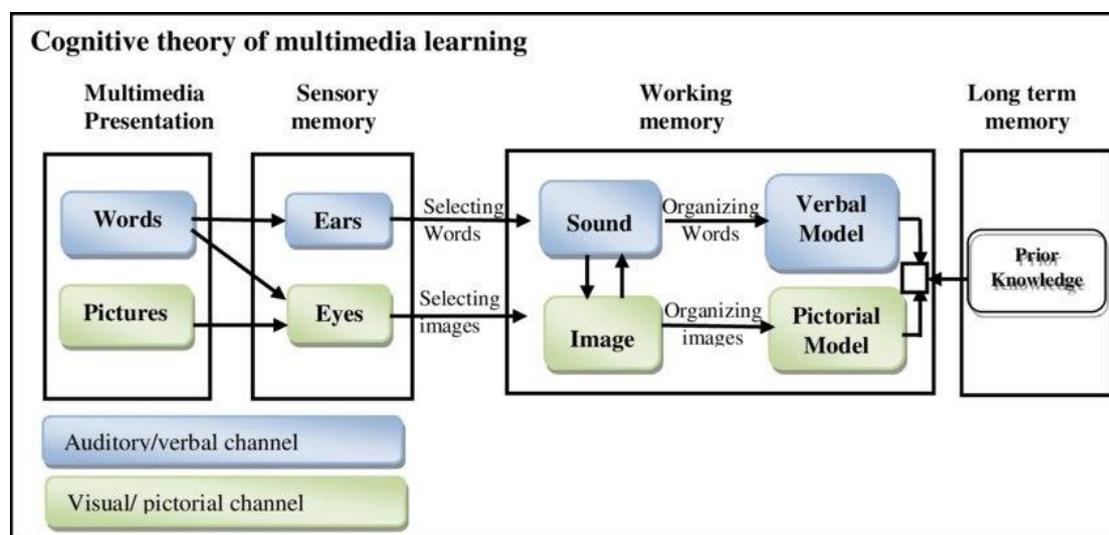
The Cognitive Theory of Multimedia Learning has been the theoretical basis for numerous multimedia studies in the last decade. The CTML largely defined by the works of Richard Mayer and other cognitive researchers. The theory attempts to explain how the human mind perceives and learns from multimedia environments. The theory is built upon three major theoretical assumptions, namely: the dual channels assumption, the limited capacity assumption, and the active processing assumption (Mayer & Moreno 1998). The central idea of the theory postulates that people learn more effectively from words and pictures than they could have with words or pictures alone (Mayer, 2009), which is referred to as the multimedia principle. The words can be spoken or written, and the pictures can be drawings, photos, illustrations, videos, or animations. Multimedia learning occurs when learners build coherent mental representations from these words

and pictures. According to CTML (Figure 4), learning occurs when learners actively engage in five cognitive processes:

1. Selecting relevant words for processing in verbal working memory
2. Selecting relevant images for processing in visual working memory.
3. Organizing selected words into a verbal model.
4. Organizing selected images into a pictorial model.
5. Integrating the verbal and pictorial representations with each other and with prior knowledge.

Figure 4

The Cognitive Theory of Multimedia Learning (CTML)



These cognitive processes determine which information is ultimately encoded and transferred to long-term memory as newly constructed knowledge. From the sheer amount of incoming information, only few information items are attended to or selected, mentally organized into a coherent cognitive structure, and then integrated with prior relevant knowledge that is retrieved from long-term memory (Mayer & Moreno, 2002).

2.3 Previous Studies

2.3.1 Shah, S. A., & Saleem, M. (2021).

The purpose of this research is to investigate the teachers' perception toward teaching vocabulary using word games and the impact those word games may have on learner's motivation in a formal foreign language classroom environment in Malaysian secondary school. A descriptive survey approach was used to measure these outcomes. The questionnaire was one of the tools utilized to collect the data. The study's participants were ten EFL instructors chosen via a random selection process. Questionnaires, observations, and interviews served as data collection tools a descriptive research is carried out, based first on an EFL instructors' attitudes towards vocabulary and their worries regarding vocabulary games as a teaching method, . It is also based on an interview with students who've played a language game in class and given their thoughts on it. Students in junior high schools are more interested in playing games than listening to their teacher's explanation, thus word games may be the answer to teaching vocabulary. When it comes to language games, kids in the present age are increasingly inclined toward video games and other forms of technology, thus educators should adapt their teaching methods to fit their students' preferences. As a result, pupils will benefit from such a teaching approach since they will be engaged in the process and find it pleasant. Students' academic performance may be improved by using creative techniques such as word games, which can aid in problem solving and discovery, discussion, question and answer sessions.

Teacher views on word games for the use of different techniques that may improve learning and also provide space for studentships in the school. Additionally, games may aid children in their vocabulary acquisition .The research shows that Word Games are helpful and effective for teaching vocabulary to young learners and also word games may assist encourage students to follow the question and acquire vocabulary, This is because kids enjoy playing while they study in the classroom.

2.3.2 Alshaya (2020)

This study aims to understand the lived experiences of ELL teachers to identify their viewpoint of language learning through gaming. The researcher employed qualitative case study methods with a phenomenological lens to analyze the data. The participants were six ELL teachers with two interviews each ranging between one hour and 1.5 hour in the upper Midwest of the United States.

By using an exploratory phenomenological case study, the researcher understand teachers' experiences and perceptions relating to digital games, and how it might influence language learning. The outcome of this study has the potential to enable teachers to use digital games effectively and to ultimately improve teaching and learning.

2.3.3 Ranmeet Kaur (2019)

The aim is to use language games to help kids learn English vocabulary in a Malaysian secondary school in Shah Alam. For this research, the researcher utilize Pre-test and Post-test questions, as well as open ended and closed-ended questionnaires and interviews. The researcher need more time to conduct this study as it's not easy to get information of 33 students where we only will be spending time with them very less or just an hour in a day. This research will be conducted by giving away questionnaire or survey forms to the students, which will be 33 ESL secondary students

These students will originated from different level of proficiency level, and had acquired the background knowledge on vocabulary in terms using language games. It was shown that students' desire to acquire vocabulary increased while their capacity to remember new words improved when they used language games in English language classes that focused particularly on vocabulary acquisition. The study's results showed that using language games in classes was successful since the games shown to be successful in infusing the elements of play and learning in a vocabulary classroom. Students of all learning styles and language competence levels will enjoy the element of fun in a learning environment.

2.3.4 Musa 2015

Playing casual games has become a popular activity for young people. One main reason is casual games can be played everywhere using smart phones or tablets. The easy accessibility has made casual game the most playable video game during leisure time. Without knowing, young people have developed a new group of vocabulary. The aim of the study is to present the findings of how young people develop new vocabulary while playing casual games.

This study employed a case study research approach with observations and think-aloud technique as methods for collecting data. Twenty students aged between 10 and 12 were recruited from four primary and secondary schools in Brunei to participate in this research study. In selecting the participants, students attending the after-school club are the convenience sampling (Marshall, 1996) for this study,

Since this study utilized the school computer clubroom as a site to carry out the data collection processes. The observation process for each participant took place for thirty minutes. The first thirty minutes has been decided the best time for obtaining quality data. During those 30 minutes, the participants played any casual games that installed on the iPad. While playing casual game, the participants were asked to say out loud whenever they found any words that they never knew or understood. This process was called a think-aloud technique.

In regards with the acquisition of new vocabulary while playing casual game, all participants in this study showed that they have added new words in their own dictionary. This finding confirmed the studies by Chen and Yang (2013) and Ranalli (2008), in which they also stated that players gained their vocabulary by playing video game.

2.3.5 Galvis (2011)

This small-scale action research study examines the perceptions of four students in a military academy in Colombia undergoing the process of using a mainstream video game in their EFL classes instead of classic forms of instruction. The video game used served to approach EFL by means of

language exploratory activities 'designed according to the context present in the video game and the course linguistic objectives. The researcher's belief is that video games offer a learning environment closely related to students' experiences and preferences.

Results from this study suggest that students were more entertained and attentive and demonstrated more engagement and disposition towards their English classes. Students also learned about matters related to the target language and culture, and were not only circumscribed to linguistic ones. Similarly, results from this study shed some light on the importance of offering access to technology to students before they advance to higher education that support video gaming practices in the classroom.

After careful observation of student behavior and interests during the first weeks of the semester, it was evident that students were inclined to use their laptops to listen to music, surf the internet, and play video games, especially the type related to military content

Data collection was obtained by means of field notes, a survey, and a semi-structured recorded interview with four participating students. These instruments were chosen because they appeared to be the most time efficient and practical.

2.4 Discussion and Comparison of the Previous Studies

The previous studies have been discussed and compared in terms of the aim, sample, methodology, instrument, and statistical tools with my study as below:

1. The aim of the current study is similar to **Shah, S. A., & Saleem, M. (2021)** who investigate and explore teacher's perception toward teaching vocabulary using games and the impact those word games may have on learner's motivation in a formal foreign language classroom environment. **Galvis (2011)** aim to examine the perceptions of four students in a military academy in Colombia undergoing the process of using a mainstream video game in their EFL classes instead of classic forms of instruction . **Musa 2015** aims to present the findings of how young people develop new vocabulary while playing casual games. **Ranmeet Kaur (2019)** aims to Using language games to help kids learn English vocabulary in a Malaysian secondary school in Shah Alam. **Alshaya(2020)** aims to understand the lived experiences of ELL teachers to identify their viewpoint of language learning through gaming
2. The sample of all previous studies are school teachers and students but they vary in number and the selecting method, The sample of the present study includes (200) intermediate school teachers and (150) students which is randomly selected. **Galvis (2011)** selects a random sample of four students in a military academy in Colombia. **Musa (2015)** selects a random sample of 20 students aged between 10 and 12 were recruited from four primary and secondary schools. **Ranmeet Kaur (2019)** selects a random sample of 33 secondary students. **Alshaya (2020)** selects a random sample of six ELL teachers . **Shah, S. A., & Saleem, M. (2021)**. selects ten EFL instructors chosen via a random selection process.
3. **Galvis (2011)**, **Musa (2015)**, **Ranmeet Kaur (2019)**, **Alshaya(2020)** and **Abid Shah1, Dr. Saleem(2021)** are the same as the current study in being quantitative studies.
4. Regarding the main instruments, and statistical tools, the present study differs from the previous studies. The current study uses a questionnaire for data collection. **Galvis (2011)** Data collection was obtained by means of field notes, a survey, and a semi-structured recorded interview with four participating students. **Musa (2015)** uses the observation process. **Ranmeet Kaur (2019)** the researcher utilizes Pre-test and Post-test

questions, as well as open ended and closed-ended questionnaires and interviews. . **Alshaya (2020)** uses an interview. **Shah, S. A., & Saleem, M. (2021)** uses Questionnaires, observations, and interviews as data collection tools of a descriptive research.

Chapter Three

Methodology

3.0 Introductory Note

Methodology is the guidelines which approach and perform activities. Research methodology provide the researcher with the principles for organizing, planning, designing and conducting good research. Hence, it is the science and philosophy behind all researches (Legesse, 2014). Research methodology is judged for accurate and strength based on validity, and reliability of a research (Morris & Burkett, 2011).

3.1 Research Design

Based on the nature of the study that focuses on describing EFL teachers and intermediate students' perspectives toward the use of (VGB) instruction in developing vocabulary, a descriptive design is used. It consists of quantitative data. Questions like what, how, when and where can be answered through a descriptive research. Unlike experimental research, descriptive research is related with the formulation and testing questions, the study of the relationship between non-manipulated variables and the production of generalization. Developing generalizations is the main feature of the descriptive research, where its variables that have already been considered are chosen for observation (Best & Khan, 2006: 24).

3.2 Population and Sample

Research quality can fall or stand not only by using suitable methodology and instruments, but also by appropriateness of sampling strategy adopted by the researcher (Morrison, 1993:12).The population of this study comprises 389 of the intermediate English language teachers and 6500 students in south of Babylon province schools. The sample consists of 200 teachers of intermediate schools and 150 students who were selected randomly. Table (1) shows the answers of the EFL teachers and the students.

Table 1: EFL Teachers and Student s' Gender

Participants	Gender		Total
	Male	Female	
Teacher	88	112	200
Student	46	54	150

3.3 The Instruments

The researcher has adopted two questionnaires, the first one is to measure EFL teachers' perspectives toward the use of video game based instruction in developing vocabulary for teachers, and also adopted a questionnaire to measure students' perspectives toward the use of video-game based instruction in developing vocabulary as shown in (Appendix 1 and 2). These tools were given to jury members (see Appendix 5) to make decision about the usability and suitability of the items and then record their recommendations to make a good questionnaire with validity which can be used to have a real description for the study and true findings.

The teachers' questionnaire has focused and measured specific objectives. Each objective has five Likert scales options (strongly agree, agree, neutral, disagree and strongly disagree) to be chosen by the teachers. The students' questionnaire has focused on different objects of using educational video games technique in teaching vocabulary. Each objective has five Likert scales options (strongly agree, agree, neutral, disagree and strongly disagree).

3.4 The Pilot Study

Best and Khan (2006: 320) state that it is a good idea to make a pilot study to the instrument of a research with a small number of people who are close to those that would be included in the research. It should be applied on friends or colleagues to overcome any mistakes and ambiguities within the questionnaire. Bolarinwa (2015: 198) adds that the pilot study is an active way to test the questionnaire's reliability to indicate whether the questionnaire is applicable to all the sample of the study or not.

To ensure that the concept of vocabulary teaching is most appropriate to measure the data, the clarity of the instructions of the scale, the

understanding of its items for the research sample, and knowing the time needed to answer, the scale was applied to a pilot sample which consists of 25 EFL teachers and 23 students. The answers were given in the presence of the researcher, and they were asked to express their observations about the concept of the study, the clarity of the items, their formulation and the method of answering, and whether there are incomprehensible items, and the researcher has made sure that the items of the scale and the instructions are clear to the respondents, and there is no need to change or modify the wording of any items of the scale.

3.4.1 Scale Correction

It means setting a score for the examinee's response on each of the scale's items and then summing these scores to find the total score for each form. The questionnaires were corrected on the basis of (26) items for teachers' questionnaire and (25) for students' questionnaire items, after the scores were given (1, 2, 3, 4, 5) for the positive response. On the positive items in measuring the concept, in light of the teachers' choice of one of the scale alternatives (Strongly agree, Agree, Neutral, Disagree, Strongly disagree), the weights of these alternatives reflect the relation to the negative items.

3.5 Statistical Analysis of the Scale Items

Indicators of validity and reliability of the oral performance scale are as follows:

3.5.1 Validity

Validity is one of the important conditions that must be met in constructing psychological scales, and valid means the ability of the tool to measure what it was actually prepared to measure (Abbas and Nawfal, 2009, :261) (Saber et al., 2002: 167).

The researcher has verified the validity of the scale through the following types of validity:

3.5.1.1 Face Validity

Singh (2007:77-78) states that validity intends to evaluate and assess whether a measure of an object or a concept really measures things or concepts designed to measure. Validity is often defined as the extent to which an instrument measures what it asserts to measure (Blumberg et al., 2005).

The validity of the questionnaire of this study is fulfilled depending on validation of the jury members who specialize in teaching English methodology. The questionnaire is introduced to jury on its initial form to check its face validity, taking their recommendations and suggestions into consideration. Later, the researcher develops the final questionnaire according to jury's recommendations.

3.5.1.2 Item Analysis

Calculating the discriminatory validity of the items is an important aspect in the statistical analysis of the items in order to ensure their ability to clarify the individual differences in the trait to be measured (Ebel, 1972: 392). It is important to keep the items with discriminatory validity in the final form of the scale, and the exclusion of the undistinguished items, modifying them or trying them again (Ghisell, 1981: 434).

The researcher has verified the discriminatory validity of the items through the following:

3.5.2.2 The Two Extreme Group Method

To calculate the discriminatory validity of the scale items using the two extreme groups method, the total score for each of the (200) and (150) items were determined. After arranging the scores in descending order from highest to lowest, a cut-off rate of 27% of the questionnaires with the highest and lowest scores was taken in order to obtain two extreme groups that fulfill the criteria for variation and size (Stanley & Hopkins, 1972: 286). In light of this percentage, the number of each of the two extreme groups was (92) forms, meaning that (184) items were subjected to analysis out of (350). The limits of the upper group's degrees ranged between (103-137) degrees, while

the degrees of the lower group ranged between (30-65) degrees. Since the distribution of scores of the sample members tends to a moderate distribution, the researcher resorted to using parametric statistical methods, the t-test for two independent samples was used to test the significance of the difference between the upper and lower group for each item of the scale. It was found that all the items of the scale are distinct at the level of significance (0.05), noting that the Skewness value at the level of significance (0.05) and the degree of freedom (199) is (0,056), and Table (5) illustrates the results of the teachers' questionnaire, and Table (6) illustrates the results of the students' questionnaire.

Table 2: Descriptive Statistical Characteristics of Teachers' Scale

Sample	Mean	Medium	St.D	Skewness	Kurtosis
200	104,11	109,00	17,04	0,056-	0,264-

Table 3: Descriptive Statistical Characteristics of Students' Scale

Sample	Mean	Medium	St.D	Skewness	Kurtosis
150	97,11	89,00	15,04	0,051-	0,242-

3.5.2 Reliability

Reliability is the degree of consistency with which the instrument measures an attribute (Polit & Hungler,1999:255). It measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabartty, 2013). It indicates the extent to which it is without bias (error free). Reliability is one of the required characteristics of every questionnaire. Oller (1979:4) refers to it as the consistency of measurement which makes validity possible and indicates the amount of confidence that can be placed in the results of the instrument.

Reliability is one of the basic standard characteristics of psychological scales, although validity is more important than it, because the valid scale is considered reliable, while the fixed scale may not be true, but the reliability of the scale should be checked despite the indicators of its validity because there is no scale characterized by complete validity (Brown, 1983: 72), and 66 of the conditions for a good scale is its high reliability (Anastasi, 1976:103), which is that the test gives the same results if it is re-applied to

the same group of individuals in the same circumstances (Abdul Rahman, 1998:163). It is possible to verify the reliability of the scale and psychological tests in several ways, each of them is concerned with estimating a certain quality of the error variance.

The researcher has used the following methods to calculate the reliability of the scale:

3.5.2.1 Split- Half Method

This method is one of the most widely used and fast methods of reliability because it requires applying the test to individuals only once (Chakrabartty, S. 2013:5). It represents the individual items and the other part represents the even items, then the correlation coefficient is found between the scores of the two parts, then it is corrected by the Spearman-Brown equation to extract the total reliability because the stability resulting from the split-half represents the reliability coefficient of the two halves of the test (Oudah,1998: 349).

In addition, there are equations through which reliability can be calculated by the split-half method without the need to calculate the correlation coefficient between the two halves of the test, including the ROLON equation, which depends on the discrepancy between the differences between the two halves' scores and the variance of test scores, and the GETMAN concealment treatment, which depends on the variance of the two halves of the test and its total variance (Al-Ajili and others, 1990: 33) . The reliability coefficient of the teachers' questionnaire calculated by this method was (0.810), and after correcting it using the correction equation for (Spearman - Brown), its value was (0.831), which is an additional indication that the test reliability coefficient is good in light of many previous studies. The reliability coefficient of the students' questionnaire calculated by this method was (0.789), and after correcting it using the correction equation for (Spearman - Brown), its value was (0.809), which is an additional indication that the test reliability coefficient is good in light of many previous studies.

3.5.2.2 Alpha Cronbach for Internal Consistency

This method depends on the consistency of the individual's performance from one item to another and this factor gives us a good estimate of reliability in most situations (Thorndike et al, 1989: 97). To calculate reliability in this method the statistical analysis sample for the items of questionnaires (200 EFL teachers) were subjected to the Alpha Cronbach Formula. The scale's reliability coefficient reached (0.932), which is high reliability when compared to the absolute standard. To calculate reliability in this way, the statistical analysis sample questionnaires (150 students) were subjected to the Alpha Cronbach Formula, and the scale's reliability coefficient reached (0.932), which is high reliability when compared to the absolute standard.

Chapter Four

Results and Discussions

4. Introductory Note

In this chapter, the researcher introduces the results and discusses them by using tables, figures, diagrams, to be explained in a clear way. Different statistical tools have been used to obtain the required results.

4.1.1 First Questions' Results

To answer the first part of the first question which states that "Are there any statistically significant differences in the teachers and students' perspectives towards VGB technique in the teaching of intermediate school students' vocabularies according to age variable?", the researcher divides this question into four categories, i.e., 22-28; 29-35; 36-42, and 43 or more. Table 4.2 shows that a number of 38 teachers are between 22-28; 76 teachers are between 29-35; 50 teachers are between 36-42, and 36 teachers are 43 or more. This result indicates that most of the participants in the questionnaire are aged between 36-42. The table below shows that the percentage of chi-square (χ^2) is (20.320) and p-value is ($P \leq 0.01$) which is less than 0.05 to indicate that there are statistically significant differences in the teachers and students' perceptions towards VGB teaching technique on the acquisition of intermediate school students' vocabularies due to the age. See table 4

Table 4: Distribution of the Study According to Age

Age groups (year)	No.	Percentage (%)
22-28 yr.	38	19.00
29-35 yr.	76	38.00
36-42 yr.	50	25.00
≥ 0.43 yr.	36	18.00
Total	200	100%
Chi-Square (χ^2)	---	20.320 **

** ($P \leq 0.01$).

Graphic 1: Distribution of the Study Sample According to Age

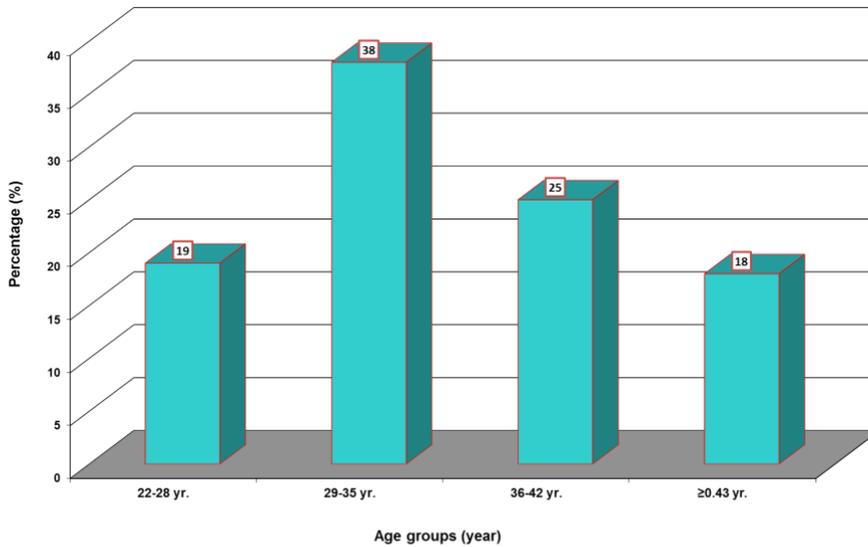


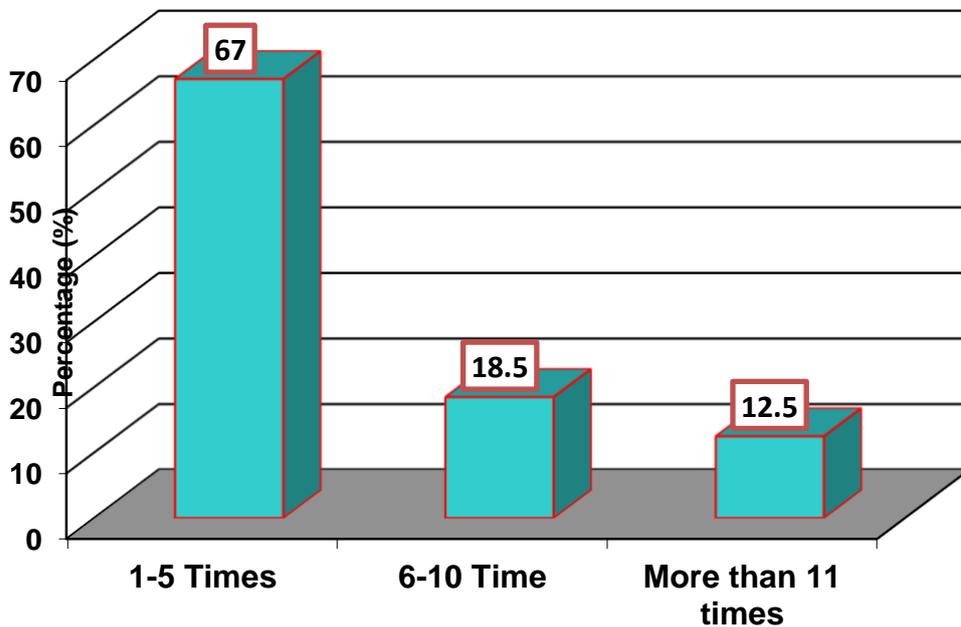
Figure 5. Distribution of sample study according to Age groups

To answer the second part of the First question which states that "Are there any statistically significant differences in the teachers and students' perspectives towards VGBT technique in the teaching of intermediate school students' vocabularies according to video games' frequencies?" Chi-Square (χ^2) was used. The researcher puts three choices in this item to indicate the number of times that the teacher used educational video games. The choices of this item are 1-5, 6-10 and more than 11 times. According to the obtained results, a number of 138 teachers have selected the first choice; 37 teachers have selected the second choice; 25 teachers selected the third choice as shown in Table 5 that the Percentage of Chi-Square (χ^2) is (116.75) and p-value of significance is ($P \leq 0.01$), which is less than 0.05 significance. This means that there are statistically significant differences in the teachers and students' perceptions towards VGB teaching technique on the acquisition of intermediate school students' vocabularies according to video games' frequencies variable. See table 5

Table 5: Distribution of the Sample According to Video Games' Frequencies

Qualification	No	Percentage (%)
1-5 Times	138	67.00
6-10 Time	37	18.50
More than 11 times	25	12.50
Total	200	100%
Chi-Square (χ^2)	---/	116.75 **
** (P≤0.01).		

Graphic 2: Distribution of the Study Sample According to Video Games Frequencies



To answer the third part of the second question which states that "Are there any statistically significant differences in the teachers and students' perspectives towards VGBT technique in the teaching of intermediate school

students' vocabularies according to qualification variable?" The researcher puts four degrees for the academic achievement, i.e., Diploma, Bachelor, Master and Ph.D. The results show that (154) of teachers who participate in this survey have Bachelor degree in English. This number represents 77.00% of the total size of the sample. The results also show that 20 teachers are with Diploma degree in English, 24 teachers with Master degree and just 2 teachers are holding Ph.D. degree in English. The table shows that the percentage of chi-square (χ^2) is (188.32) and p-value of significance is ($P \leq 0.01$), which is less than 0.05 significance and that means that there are statistically significant differences in the teachers' perceptions towards VGB teaching technique on the acquisition of intermediate school students' vocabularies according to qualification variable. See Table.6

Table 6: Distribution of Study Sample According to Teachers' Qualification

Qualification	No	Percentage (%)
Diploma	20	10.00
Bachelor	154	77.00
Master	24	12.00
Ph.D.	2	1.00
Total	200	100%
Chi-Square (χ^2)	---	188.32 **
** ($P \leq 0.01$).		

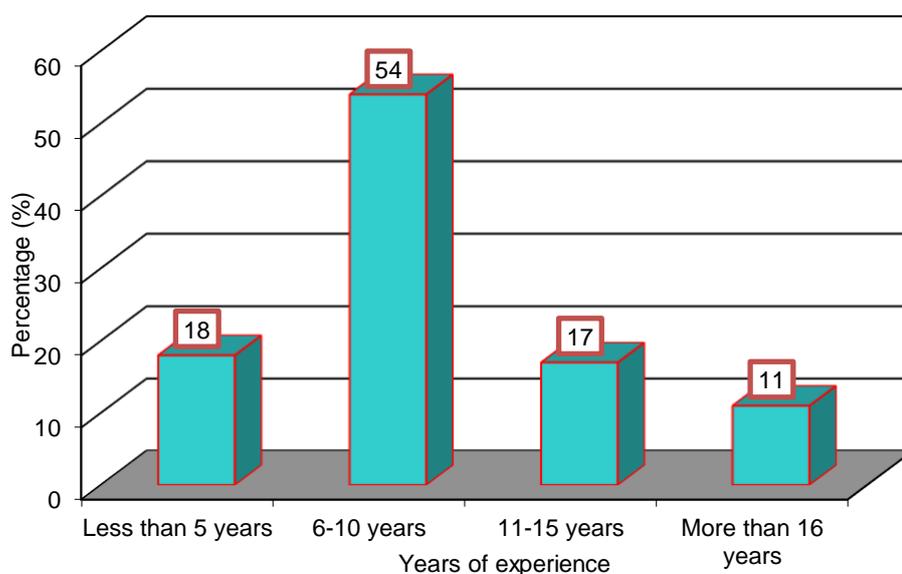
To answer the fourth part of the first question which states "Are there any statistically significant differences in the teachers' perceptions towards Video game based teaching technique in the learning of Intermediate school students' vocabularies according to years of experience variable?" Chi-Square (χ^2) was used. the researcher puts four choices in this item to indicate the years of experience for the teacher. The choices in this item are Less than 5 years, 6-10 years, 11-15 years, more than 16 years .According to the obtained results, a number of 36 teachers have selected the first choice; 108

teachers have selected the second choice; 34 teachers selected the third choice and 22 teachers have selected the fourth choice. The table shows that the percentage of chi-square (χ^2) is (92.005) and p-value of significance is ($P \leq 0.01$), which is less than 0.05 significance and that means that there are statistically significant differences in the teachers' perceptions towards VGB teaching technique on the acquisition of intermediate school students' vocabularies according to years of experience variable as shown in Table 7

Table 7: The Sample According to Years of Experience of the Teachers

Years of experience	No	Percentage (%)
Less than 5 years	36	18.00
6-10 years	108	54.00
11-15 years	34	17.00
More than 16 years	22	11.00
Total	200	100%
Chi-Square (χ^2)	---	92.005 **
** ($P \leq 0.01$).		

Graphic 3: Distribution of Study Sample According to Years of Experience of the Teacher



4.1.2 Second Question' Results

To answer the second question which states, "To what extent are the Iraqi EFL teachers' perspectives positive towards the use of video game on students' vocabulary teaching?" LSD (T-test) was used. The results of the items reveals that the degrees of the Arithmetic mean and rank are arranged from the highest degree to the lowest one. In this part, there are four items starting with highest degree which represents item number (2) with arithmetic mean (4.08) and with (0.26) of standard deviation. While the lowest degree presents item number (4) which its arithmetic mean is (3.71) and (0.20) as a standard deviation. While their standard deviations range between (0.14) to (0.26). The LSD (T-test) value is 0.392, p-value of significance is ($P \leq 0.01$), which is less than a 0.05 significance. It is also considered as a highly significance, which means there is a statistical significance difference that refers to the positive difference in the Iraqi EFL teachers' perspectives towards applying video games in vocabulary teaching for intermediate -school. Table 8 shows the results. The total perspectives were calculated and revealed to be positive toward using video game on students' vocabulary.

Table 8: Teachers' Perspectives Towards the Use of VGBT on Students' Vocabulary Acquisition

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Mean \pm SE	Rank
1. Playing educational video games can be helpful to the learning of English vocabulary and/or to promote self-study habits.	63	89**	14	15	19	3.81 \pm 0.14	3
2. Educational video games make students' vocabulary learning more spontaneous as	88**	72	18	12	10	4.08 \pm 0.26	1

compared to traditional learning							
3. Practice educational video games during the teaching process will increase fun and self-learning skills for the learners	79**	70	19	16	16	3.90 ±0.15	2
4. Using Educational video game in English learning courses is energy, increase the fun, and time-consuming	66	73**	21	17	23	3.71 ±0.20	4
LSD (T-test)	--	--	--	--	--	0.392 NS	--
** (P≤0.01)							

In addition, concerning the EFL teachers' perspectives towards the requirements for Educational video game in learning vocabulary, the results show that there are thirteen items starting with highest degree which represents item number (5) to have (4.04) as an arithmetic mean and (0.23) as a standard deviation. While the lowest degree presents item number (16) which has (3.59) as an arithmetic mean and (0.19) as a standard deviation while the standard deviations have ranged between (0.14) to (0.23). The value of LSD (T-test) is 0.401, and p-value of significance is (P≤0.01), which is less than a 0.05 significance. It is also considered as a highly significance, which means there is a statistical significance difference that refers to the positive difference in the Iraqi EFL teachers' perceptions towards using educational video game based on vocabulary acquisition for

intermediate –school in teaching the English language. The data are presented in the table below:

Table 9: Instructions Towards Using VGBT Technique for Vocabulary Learning

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Mean ±SE	Rank
5. Designing educational video games should be in a way that suits the age and background of a student.	89**	66	23	8	14	4.04±0.23	1
6. The teacher should ask students to speak freely during watching educational video game in class to improve their learning of new vocabulary.	73**	67	17	16	27	3.72±0.15	9
7. Organizing in-class competitions between students to make them focus more on the task so as to facilitate their learning of new vocabulary.	67	85**	16	10	22	3.82±0.20	5

8. Encouraging students to practice what they watch in the video in the class if they could to learn new vocabulary easily and funnily more than traditional learning.	69	79**	16	13	23	3.79±0.18	8
9. Giving students unfamiliar topics to talk about to develop their speaking skills and encourage them to use new vocabulary	57	82**	23	16	22	3.68±0.17	11
10. Make the topics of a video game from students choice that can facilitate their learning of English vocabulary	63	79**	19	15	24	3.71±0.15	10
11. Educational video games that are used in teaching should be designed by experts.	77**	70	16	11	26	3.80±0.17	7
12. Evaluating the educational video game continuously by experts.	64	86**	17	15	18	3.81±0.20	6

13. Designing a guide for teaching and applying educational video games to use it in a way that makes benefit to the students	69	91**	13	12	15	3.93±0.14	3
14. The content of the educational game must meet the needs of students, goals of the English language teaching, and principles of learning.	73	79**	20	13	15	3.91±0.18	4
15. The lesson must include experiences that support cooperative learning by using educational video game	77	81**	14	11	17	3.95±0.16	2
16. Educational Video games cannot be considered perfect choice for learning all skills	58	72**	26	18	26	3.59±0.19	12
17. Some students don't like using educational video game in the class and they prefer traditional	68	77**	21	13	21	3.79 ±0.18	8

approach.							
LSD (T-test)	--	--	--	--	--	0.401 *	--
* (P≤0.05), ** (P≤0.01).							

Concerning the EFL teachers' perspectives toward using video games as an instructional aid in teaching vocabulary, the below table reveals that there are positive perspectives.

Table 10: Teachers' perspectives Toward Using VGBT

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Mean ±SE	Rank
18. It is better to learn some activities and different scientific subjects during Educational video games than in a traditional way.	72	83**	16	14	15	3.91±0.21	1
19. The teacher can control the lessons by changing from traditional classes into learning through using educational video games.	60	85**	24	8	23	3.75±0.16	7
20 . The teacher can develop the learners' experiences and new skills	51	89**	19	12	29	3.61±0.13	9

for learners through Educational video games.							
21. Some Teachers lack the competence and knowledge about the methodology of Educational video games and their implementation in the right way.	64	83**	18	17	18	3.79± 0.18	5
22. The learner can learn better through Educational video more than the traditional process because the learner can learn through more than one sense.	74	81**	15	10	20	3.89± 0.16	3
23. Educational video games can develop the listening skills of the learner through watching and listening the	78**	72	20	16	14	3.92± 0.21	1

material at the same time.							
24. The teacher uses edutainment tools such as music, videos, computer apps, video games, and multimedia to bring joy and happiness during learning time.	72	75**	22	12	19	3.84± 0.17	4
25. The teacher should ensure the diversity of means to present the lesson such as using taps, video games, not just relying on textbooks.	58	86**	24	14	18	3.76± 0.18	6
26. Due to the longtime of preparation and, a great effort that Educational video game requires it causes dissatisfaction feelings.	51	89**	19	16	25	3.62± 0.14	8
LSD (T-test)	--	--	--	--	--	0.355 NS	--

** (P≤0.01) .

It is clear from the above table that the degrees of the Arithmetic Mean and Rank are arranged descending from the highest degree to the lowest one. In this part, there are Nine statements starting with the highest degree which represents item number (23) to have (3.92) as arithmetic mean and (0.21) as a standard deviation. While the lowest degree presents item number (20) which has (3.61) as an arithmetic mean and (0.13) as a standard deviation.

The analysis of the data shows that all the items are perceived by the teachers. The arithmetic means have ranged between (3.92) to (3.61) and the standard deviations have ranged between (0.13) to (0.21). value of LSD (T-test) is 0.355 with Non-significant value, p-value of significance is (P≤0.01), which is less than a 0.05 significance, which means there is a statistical significance difference that refers to the positive difference in the Iraqi EFL teachers' perceptions towards using VGB on vocabulary teaching for intermediate –school in teaching the English language .

4.1.3 Third Question' Results

To answer the third question which states, "To what extent are the Iraqi students' perspectives positive towards the use of video game in vocabulary learning? LSD (T-test) was used. Table.7 shows the results.

Table 11: Students' Perspectives Toward Using VGBT

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree	Neutral	Mean ±SE
1- Learning vocabulary via video games is stressful.	52	74**	38	23	13	3.65 ±0.15
2-The virtual world of the game helped me get the meaning of new words	60	75**	30	19	16	3.72±0..20

3-The meaning of the words became very clear by supports from the virtual world of the game	53	84**	40	14	9	3.79±0.21
4- When gaming, I felt like I was in an English-speaking country.	46	68**	50	25	11	3.56±0.09
5- I learned new words visually.	65	70**	37	13	15	3.78±0.20
6-When I recall the words I learned via the video game, I remember their images too	67	78**	29	14	12	3.87±0.18
7-Having fun motivated me to continue my learning for long hours	80**	65	28	17	10	3.94±0.23
8-Sound bites, pictures, and graphics helped me get the meaning better.	71	77**	20	18	14	3.86±0.19
9-The video game provided opportunities for developing fluency with known vocabulary	63	91**	28	10	8	3.95±0.22

10-The video game helped to learn word features	66	73**	30	13	18	3.78±0.18
11-Video games provide opportunities for the intentional learning of vocabulary	59	89**	29	10	13	3.86±0.18
12-I don't feel the pressure of learning when I learn via video games	72**	62	32	23	11	3.80±0.17
13- Using video games technology can improve interactivity and cooperative works between learners in English language courses.	84**	72	25	12	7	4.07±0.23
14-I think educational video games make learning vocabulary more interesting.	74	81**	22	11	12	3.97±0.18
15- Participation in the educational video game is easy.	81**	64	27	13	15	3.91±0.20
16- I am learning from traditional instruction more	63	79**	30	18	10	3.83±0.20

than a video game						
17-Educational video game does not focus on developing the whole skills.	64	80**	35	15	6	3.48±0.15
18. I have a skill in self-learning of new vocabulary through watching a video game	83**	63	23	17	14	3.92±0.21
19. Educational video game introduces many practices that help in the learning of new vocabulary.	58	88**	21	16	17	3.77±0.18
20. Video games introduce a lot of new vocabularies that play an important part in developing listening skills.	71	82**	24	14	9	3.96±0.22
21. Educational video games make me learn new vocabulary more than traditional learning.	82**	65	24	11	18	3.91±0.18
22. Watching educational video games can help me learn new	80**	72	27	9	12	3.99±0.20

English vocabulary by myself.						
23. Video games introduce educated websites and different styles to attract my attention to learn vocabulary.	70**	62	34	15	19	3.74±0.15
24. I feel comfortable in communicating video games in English without shyness which develops speaking skills and facilitates learning of new vocabulary	79**	49	31	28	13	3.76±0.17
25. Educational video games are not efficient as a learning style for the learning of vocabulary.	55	64**	42	28	11	3.62 ±0.19
LSD (T-test)	--	--	--	--	0.363 NS	--
** (P≤0.01).						

It is clear from the above table that the degrees of the Arithmetic Mean and Rank are arranged from the highest degree to the lowest one. when taking the sample answers on the items and dealing with them statistically, it is found that all the items of this part are perceived by the teacher

The items starting with highest degree which represents item number (13) to have (4.07) as an arithmetic mean, (0.23) as a standard deviation. While the lowest degree presents item number (17) which has (3.48) as an arithmetic mean, (0.15) as a standard deviation while the standard deviations have ranged between (0.09) to (0.23). Value of LSD (T-test) is 0.363 a significant value. p-value of significance is ($P \leq 0.01$), which is less than a 0.05 significance, which means there is a statistical significance difference that refers to the positive difference in the Students' perceptions towards using (VGB) on vocabulary learning for intermediate –school in teaching the English language.

4.2 Discussion of the Results

In the light of the results, it becomes clear that using educational video games method is suitable and efficient to be implemented at intermediate schools for vocabulary acquisition, because students who are there become more mature to use updated technology in English teaching and learning course. Since an educational video games strategy depends mostly on computer or other devices to upload the lessons, students should know how to deal with computers. In the current time most of intermediate school students who are in this stage know how to use technology in teaching. The results reveal that there is a strong connection between video games technique and students' positive performance in the classroom context. Using educational video games for vocabulary acquisition encourages students to develop an interest in their classroom tasks because they are motivated by their teachers with the help of using video games. The learners' expectation that learning vocabulary through games would be easy and informative laid the foundation of successful learning and teaching outcomes, which reflect their good scores in class performance.

The results show that the respondents feel at ease to use educational video game because of its great benefits. It also refers that students' concentration is increased in the learning process due to applying digital games such as educational video game. So, it indicates positive effects of educational games regarding better achievements.

The results show that using educational video games technique develops students' four skills Due to the results above, it is clarified that using educational video games develops listening and speaking more than

reading and writing. Teachers give reasons that learners spend much time on listening to the sound of video and repeat what they watch to improve their pronunciation for the vocabulary but this does not mean that writing and reading skills cannot be developed during using educational videogames. Another reason is that *using video games* strategy depends on using multi-media and technology which play an important role in developing students' skills in searching for information ,listening to teacher, writing the lessons, cooperating and speaking with each other.

Furthermore, the results indicate that (VGBT) enriches the teaching and learning experience of English as a foreign language. The researcher concludes that using educational video game strategy develops students' four skills. Due to the results above, it is clarified that using educational video games develops listening and speaking more than reading and writing.

To sum up, it is clear that using a video game as a tool for vocabulary teaching can be much more useful than using a traditional approach. The fact that students prefer to learn vocabulary via computer games or by watching movies would suggest that teachers might need to learn how to incorporate technology into the language in the classroom.

Chapter Five

Conclusions, Recommendations, and Suggestions for Further Studies

5. Introductory Note

In this chapter, the researcher states conclusions, recommendations and suggestions for the further studies

5.1 Conclusions

Based on the results of this study, the following conclusions have been drawn:

1. The present study contributes to finding out the EFL teachers and students' perspectives about using educational video game on EFL intermediate school students' vocabulary performance.
2. Technological resources could facilitate and accelerate foreign language learning. By using video games, English teachers could increase students' motivation, overcome anxiety, enhance cognitive skills and support long-term memory.
3. Teachers could use video games in teaching vocabulary, grammar as well as listening and reading comprehension interestingly and effectively and as video games continue to gain popularity, it seems likely that learners will import or download foreign-language video games, using video games as an effective media for self-study.
4. As the results of this study show that VGBT has a strong effect on teaching new vocabulary. In this study, statistical results reveal that using a video game as a tool for vocabulary learning can be much more useful than using a traditional approach. The technological revolution proves to be a successful aid for students and teachers to focus on their subject matter and enable them to achieve their goals.

5.2 Recommendations

After analyzing the data of the study, the researcher recommends the following:

1. Making training programs based on the use, which will increase the students' interest and engagement in learning vocabulary and making it easier.
2. The teachers should pay attention to train students to use the VGBT technique and motivate them to apply in their different academic decisions.
3. Teacher education programs should pay more attention to using the technology in a way that make vocabulary learning more funny and easy such as using videogame method.
4. Ministry of education should provide training sessions in using advanced educational technologies as well as incentives to encourage educators to apply these techniques.

5.3 Suggestions for Further Studies

The following points are some suggestions for further studies:

1. Conducting other similar studies on students in different stages of education, such as primary and secondary or on the same stage using experimental approach.
2. Conducting studies to identify students' views on learning vocabulary through using educational videogame technique for primary stages.
3. Conducting a similar study about the effect of using educational video game strategy on a specific skill (reading, writing, speaking, or listening).
5. Conducting a similar study about the effect of utilizing educational video game in developing other topics like grammar, pronunciation, etc.

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Appendices

Appendix 1:

Teachers' Questionnaire in Its Initial Form

University of Babylon

College of Basic Education

English Department

Higher Studies/ M.A

Methods of Teaching English Language

Teacher _____

Dear teacher, I am an M. Ed student in the Department of English at Babylon University, College of Basic Education. I intend to conduct a research about "Teachers and Learners' Perceptions Towards Video Game Based Teaching on Vocabulary Learning For Intermediate School in Teaching the English Language ". Therefore, I designed this questionnaire as the first phase of my study. The information of this questionnaire will be used for research. Your cooperation in filling out the required information is highly appreciated. Your objective and truthful answers will help us get a realistic assessment of this experience.

Researcher: Fatima Abdul-Rahim

Supervisors:

Asst. Prof. Sabeeha Hamza Deham

Prof. Abd Ali Nayif Hasan

Video Game Questionnaire

Part One: Personal Information: Please Tick the Appropriate Choice (✓)

1. Gender	Female ()	Male ()		
2. Age	22-28 ()	29-35 ()	36-42 ()	43 or more ()
3. Years of experience:	() Less than 5 years.....() 6-10 years () 11-15 years() more than 16 years			
4. Qualification:	() Diploma	() Bachelor	() Master	() Ph.D.
5. Number of times you've taught learners through using video games	() 1-5 times	() 6-10	() more than 11 times	

Part Two: The Effect of Video Game Technique on the Acquisition of English Vocabulary: Please Tick the Appropriate Choice (✓).

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. When playing games, it might be necessary to use your English speaking, listening, writing and reading skills. Do you think playing games can be helpful to acquisition English vocabulary and/or to promote self-study habits for				

studying English vocabulary?				
2. If you play games, will playing games help you to study English by yourself and help learn new vocabulary?				
3 .Video games make student acquisition vocabulary spontaneously more than traditional learning				
4. Designing video games in a way that suits a type of vocabulary which are used in learning regarded as appropriate to the age and background of a student				
5. Asking students to speak freely during watching video game in class to improve their learn of new vocabulary.				
6. Organizing in-class competitions between students to make them focus more in the task and that facilitate their learning of new vocabulary.				
7. Encouraging students to practice what they watch in video in the class if they could learn new vocabulary in an easy and funny way more than traditional learning.				
8. Giving students unfamiliar topics to talk about to develop their speaking skills and to encourage them to use new vocabulary				
9. make the topics of video game from students choice that can improve their learning of English vocabulary				

Part Three: Requirements for a Video Game to Use it in the Right Way Through the Learning Process: Please Tick the Appropriate Choice (✓)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Type of video games that are used in teaching should be educational games and it is designed by experts				
11. Evaluating the educational video game continuously by experts.				
12. Designing a guide for teaching and applying video games to use it in a way that makes benefit to the students.				
13. Designing a guide for teaching and applying educational video games.				
14. The content of the game must combine the technology, goals of the English language teaching, and its characteristics				
15. The content of the game must meet the needs of students, goals of the English language teaching and principles of learning.				
16. The lesson must include experiences that support cooperative learning by using educational video games.				
17. Video games cannot be used for different language skills and activities. in other words, video games cannot be considered perfect				

choice for learning all subjects.				
18. Developing practice educational video games during the teaching process will increase funny and self-learning skills for the learners				
19. The lesson must include experiences that support cooperative learning by using educational video games				
20. Are you willing to play games in class instead of taking tests based on classroom materials?				

**Part Four: Teachers Perspective about Using Video Games as Learning Aids:
Please Tick the Appropriate Choice (√)**

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
21. It is better to learn some activities and different scientific subjects during video games than in a traditional way.				
22. The teacher can control the lessons by changing from traditional classes into learning through using educational video games.				
23. The teacher can develop the learners' experiences and new skills for learners through video games.				
24. Some Teachers lack the competence and knowledge about the methodology of video games and their implementation in the right way.				

25. Using video game in English learning courses increase the fun, and time-consuming				
26. The teacher evaluates his/her class continuously				
27. The learner can learn better through video games more than the traditional process because the learner can learn through more than one sense.				
29. Educational video games can develop the listening skills of the student or learner through watching and listening to the material				
30. The teacher uses edutainment tools such as music, videos, computer apps, video games, and multimedia to bring joy and happiness during learning time.				
31. The teacher should ensure the diversity of means to present the lesson such as using taps, video games, not just relying on textbooks.				
32. Due to the longtime of preparation and, a great effort that video game requires it causes dissatisfaction feelings.				
33. Do you think it is helpful to play games in English, which is your second language, for your English language improvement?				

Part Five: The Effect of Video Games on the Learners Listening and Speaking Skills: Please Tick the Appropriate Choice (√)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
34. Educational video games can develop the listening skills of the student or learner through watching and listening to the material				
35. It is important to ask the student to speak about what they watch in a video to develop their listening and speaking skills.				
36. Giving students of not more than 15 minutes from time to time to talk about any topic to see their ability for speaking and to see what they have.				
37. Encouraging students to practice what they watch in a video game in their free time				
38. The use of multiple means of transmission to impart listening skills by the teacher and his teaching and not just dependence on provided in the book.				
39. watch the video on the screen and describe what they watch in their language.				
40. Ask a student to start a role-play between them and repeat what they watch in a video game to develop				

their language proficiency.				
41. Correcting students' mistakes when talking can help them develop their speaking skills.				
42. Encouraging students to talk fictional stories to enhance their speaking skill and their proficiency in language.				

Please add any suggestions or comments which may help to improve the research.....

.....

Name		
Academic status		
Place of work		

Researcher: Fatima .A.R

Supervised by:

Asst. Prof. Sabeeha H. Dehham Prof. Abd Ali Nayeef Hassan

Appendix 2

Teachers' Questionnaire in Its Final Form

Teacher _____

Dear teacher,

I am an M.A. student in the Department of English at Babylon University, College of Basic Education. I intend to conduct a study about "Teachers' and Learners Perspectives Towards Video Game Based Teaching on Vocabulary Acquisition for Intermediate School in Teaching the English Language ". Therefore, I designed this questionnaire as the first phase of my study. The information of this questionnaire will be used for research only. Your cooperation in filling out the required information is highly appreciated. Your objective and truthful answers will help us get a realistic assessment of this experience.

Personal Information: Please Tick the Appropriate Choice (√)

1. Gender	Female ()	Male ()		
2. Age	22-28 ()	29-35 ()	36-42 ()	43 or more ()
3. Years of experience:	()Less than 5 years.....() 6-10 years ()11-15 years()more than 16 years			
4. Qualification :	()Diploma	()Bachelor	() Master	()Ph.D.
5. Number of times you've taught learners through using video games	()1-5 times	()6-10	() more than 11 times	

The Effect of Educational Video Game Technique on the Acquisition of English Vocabulary: Please Tick the Appropriate Choice (√)

Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Playing educational video games can be helpful to the acquisition of English vocabulary and to promote self-learning.					
2. Educational Video games make students' vocabulary learning more spontaneous.					
3. Practicing educational video games during the teaching process will increase fun and self-learning skills for the learners					
4. Using Educational video game in English learning courses is energy, increase the fun, and time-consuming					
5. Designing educational video games should be in a way that suits the age and .background of a student					
6.The teacher should ask students to speak freely during watching educational video game in class to improve their acquisition of new vocabulary					

7. Organizing competitions between students to make them focus more on the task so as to facilitate their acquisition of new vocabulary.					
8. Encouraging students to practice what they watch in the video in the class if they could to learn new vocabulary easily and funnily more than traditional learning.					
9. Giving students unfamiliar topics to talk about to develop their speaking skills and to encourage them to use new vocabulary					
10. Make the topics of a video game from students choose that can facilitate their acquisition of English vocabulary					
11. Educational video games that are used in teaching should be designed by experts.					
12. Evaluating the educational video game continuously by experts.					
13. Designing a guide for teaching and applying educational video games to use it in a way that makes benefit to the students					

14. The content of the educational game must meet the needs of students, goals of the English language teaching, and principles of learning.					
15. The lesson must include experiences that support cooperative learning by using educational video game.					
16. Educational Video games cannot be considered perfect choice for learning all skills					
17. Some students don't like using educational video games in the class and they prefer traditional approach.					
18. It is better to learn some activities and different scientific subjects during Educational video games than in a traditional way.					
19. The teacher can control the lessons by changing from traditional classes into learning through using educational video games.					
20. The teacher can develop the learners' experiences and new skills for learners through Educational video games.					
21. Some Teachers lack the competence and knowledge about the methodology of Educational video games and their implementation					

in the right way.					
22. The learner can learn better through educational video more than the traditional process because the learner can learn through more than one sense.					
23. Educational video games can develop the listening skills of the learner through watching and listening the material at the same time.					
24. The teacher uses edutainment tools such as music, videos, computer apps, video games, and multimedia to bring joy and happiness during learning time.					
25. The teacher should ensure the diversity of means to present the lesson such as using taps, video games, not just relying on textbooks.					
26. Due to the longtime of preparation and, a great effort that Educational video game requires it causes dissatisfaction feelings.					

Please add any suggestions or comments which may help to improve the research.....

Researcher: Fatima .A. A

Appendix 3:

Students' Questionnaire in Its Initial Form

Student Dear friends, I am an MA student in Department of English at Babylon University, College of Basic Education. I intend to conduct research about " Teachers' and Learners' Perceptions Towards Video Game Based Teaching on Vocabulary Acquisition For Intermediate School in Teaching the English Language " in teaching English language. Therefore, I designed this questionnaire as the first phase of my study. The information of this questionnaire will be used solely for academic research. Your cooperation in filling out the required information is highly appreciated. Your objective and truthful answers will help us get a realistic assessment of

this experience.

Video Game Questionnaire

Part One: Statement about Video Games: Please Tick the Appropriate Choice (√)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The learner can actively participate to change from listener to knowledge partner.				
2. The learner can deal with electronic courses.				
3. Participation in the game is easy.				
4. I am learning from traditional instruction more than a video game				
5. I prefer watching video games individually based rather than team based.				

6. I feel comfortable playing the game with my group				
7. Video games make the learner more exciting and feel fun during learning more than traditional instruction.				
8. Using video games in English language classes can give a comfortable teaching-learning environment for the learner.				
9. Video games create a fun and motivating environment more than traditional ones.				
10. As a student, I prefer attending video games more than attending face-to-face meetings				
11. Do you think it is fun to watch video games in classrooms?				
12. Do you usually play games (including mobile or smartphone games) whenever you have free time?				
13. Do you think watching different types of video games can help you to learn English?				
14. Video game doesn't focus on developing the whole skills.				
15. As a student, I prefer traditional approaches to teaching the English Language				

over video games.				
16. As a student, I cannot deal with developed technologies for learning the English language.				
17. The learner is being able to transfer between the audio-visual aids and techniques of video games.				
18. Video game encourages learners to pursue information.				
19. I enjoy modern tools and equipment such as (computers, internet...etc.) required by video game				

Part Two: This Part Investigates the Perspective of Students Towards the Use of Video Games to Acquisition English Vocabulary. Please Tick the Appropriate Choice (✓).

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
20. The learner has a skill in self-learning and acquisition new vocabulary through watching a video game				
21. Video game introduces many practices that help in the acquisition of new vocabulary.				

22. Video games introduce a lot of new vocabularies that play an important part in developing listening skills.				
23. Video games make students acquisition new vocabulary more than traditional learning.				
24. I am learning better and acquisition new vocabulary from the game than traditional learning.				
25. It is helpful to watch video games in English, which is your second language, for your English language improvement and acquisition of new vocabulary.				
26. Watching video games can help you to acquisition new English vocabulary by yourself.				
27. V idea games can facilitate the acquisition of English vocabulary.				
28. Video games introduce educated websites and different styles to attract learners' attention to acquisition vocabulary.				

29. Learners' levels of computer teaching are insufficient to implement such kind of using a video game to acquisition vocabulary.				
30. Learner feels comfortable communicating video games in English without shyness, which develops speaking skills and facilitates acquisition of new vocabulary.				
31. Educational video games are not efficient as a learning style for the acquisition of vocabulary.				
32. Video game technology facilitates the acquisition of the English language vocabulary process.				

Part Three: This Part Investigates the Effect of Video Games on the Learning Process: Please Tick the Appropriate Choice (√)

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
33. Educational video game encourages the learners to listen.				
34. The structure of video games motivates the learners' listening skills through				

watching a video.				
35. Video games can end the obstacles and problems that encounter the learners in listening skills via traditional learning.				
36. Computers and especially video game cannot be used for different language skills and activities.				
37. As student , I am not familiar with using video game method.				
38. A video game lesson keeps me always focused.				
39. Using video games technology can improve interactivity and cooperative works between learners in English language courses.				
40. Using video games in English language classes helps improve linguistic and multi-cultural knowledge and competence of the learners.				
41. Using educational video games in English language classes can shift teaching and learning processes to a learner-centered approach.				
42. I believe that an Internet course is possible but for				

learning English it would be difficult.				
43. I can get more information in the area of my study through video games than through traditional courses.				

Appendix 4

Students' Questionnaire in Its Final Form

Student_____

Dear friends

Dear student, I am an MA student in the Department of English at Babylon University, College of Basic Education. I intend to conduct research about "Teachers and Learners' Perspectives Towards Video Game Based Teaching Technique on Vocabulary Teaching for Intermediate School in Teaching the English Language." Therefore, I designed this questionnaire as the first phase of my study. The information on this questionnaire will be used solely for academic research. Your cooperation in filling out the required information is highly appreciated. Your objective and truthful answers will help us get a realistic assessment of this experience.

Students' Questionnaire

Statement about using Educational Video Games to Vocabulary Teaching:
Please Tick the Appropriate Choice (✓)

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Learning vocabulary via video games is not comfortable.					
2. The virtual world of the game helped me to get the meaning of new words.					
3. The meaning of the words became very clear by supports from the virtual world of the					

game.					
4. When gaming, I felt like I was in an English- speaking country.					
5. I learned new words visually.					
6. When I recall the words I learned via the video game, I remember their images too.					
7. Having fun motivated me to continue my learning for long hours.					
8. Sound bites, pictures, and graphics helped me to get the meaning better.					
9. The video game provided opportunities for developing fluency with known vocabulary.					
10. The video game helped me to learn word features.					
11. Video games provide opportunities for the intentional learning of vocabulary.					
12. I don't feel the pressure of learning when I learn via					

video games.					
13. Using video games technology can improve interactivity and cooperative works between learners in English language courses.					
14. I think educational video games make learning vocabulary more interesting.					
15. Participation in the educational video game is easy.					
16. I am learning from traditional instruction more than a video game.					
17. Educational video game does not focus on developing the whole skills.					
18. I have a skill in self-learning and acquisition of new vocabulary through watching a video game.					
19. Video game introduces many practices that help in the acquisition of new vocabulary.					
20. Video games introduce a lot of new vocabularies that play an important part in					

developing listening skills.					
21. Educational video games make me acquire new vocabulary more than traditional learning.					
22. Watching educational video games can help me to acquire new English vocabulary by myself.					
23. Video games introduce educated websites and different styles to attract my attention to acquire vocabulary.					
24. I feel comfortable in communicating video games in English without shyness which develops speaking skills and facilitates acquisition of new vocabulary.					
25. Educational video games are not efficient as a learning style for the acquisition of vocabulary.					

If you have any additional notes or suggestions, you can write them down.

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

Thank you for your cooperation.

Researcher: Fatima.A. A

Appendix 5

Jury Members

No	Title	Name	Degree	Specialty	Place of Work
1	Prof.	Abd Ali Nayif Hasan	Ph.D.	Linguistics	College of Basic Education\ University of Babylon
2	Prof.	Abdul - Kareem Fadhil Jameel	Ph.D.	Linguistics	College of Education - Ibn Rushd University of Baghdad
3	Prof.	Ala'a Ismael Challob	Ph.D.	ELT	College of Education for Humanities University of Anbar College of Education
4	Asst. Prof	Ali Sabah Jameel	Ph.D.	TEFL	College of Arts /University of Anbar
5	Asst Prof.	Asma Syri	Ph.D.	ELT	College of Education - Ibn Rushd University of Baghdad
6	Asst Prof.	Elaf Riyadh Khalil	Ph.D.	ELT	University of Baghdad - College of Education - Ibn Rushed
7	Asst Prof.	Maysaa Rashid Abdul Majeed	Ph.D.	ELT	College of Education For Women University of Baghdad
8	Asst Prof.	Muna Abbas AL – Kattaib	Ph.D.	ELT	College of Basic Education \ University of Babylon
9	Prof.	Nadia Majeed Hussein	Ph.D.	TEFL	Middle Technical University Technical Instructors Training Institute
10	Prof.	Sami Abdul-Aziz	Ph.D.	ELT	University of Dyala- College of Basic Education

Appendix 6

List of Visited Schools

No	Name
1	AL- Quds Secondary School
2	Aden Secondary School
3	AL-Basher Secondary School
4	AL- Tayebat Secondary School
5	AL-Katib Secondary School
6	AL Andolos Secondary School
7	Abo zar AL-gafarey Secondary School
8	Tadmur Secondary School
9	AL Mo'amal Secondary School
10	AL Zahraa Secondary School
11	AL Yaqetha Secondary School
12	AL Doha Secondary School

Appendix 7

Academic Paper Acceptance

ScienceScholar Publication:
Universidad Técnica de Manabí (Ecuador/South America)

Scopus

Letter of Acceptance

Dear Author(s),
Mr./Mrs. _ Fatima Abdul Rahim
Title: _ Teachers' perceptions towards video – game based teaching technique on the acquisition of intermediate school students' vocabularies

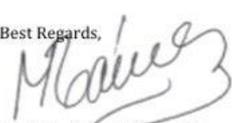
Reference your article, I would like to inform you that the 1st round evaluation of your manuscript has been completed. Based on the reviewer's recommendations, I am delighted to inform you that your manuscript has been initially accepted. The article as well as has been processed utilizing the peer-review process, and has been **accepted for publication**. The article will be published in *International Journal of Health Sciences (IJHS)* for the next publication.

Thank you very much for submitting your article to "International Journal of Health Sciences."
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Thank you for your contribution to the Journal and we are looking forward to your future participation!

Best Regards,


Prof. María Rodríguez Gámez, Ph.D.
Chief Executive Editor
Accepted For publication 27 July 2022
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Letter of Acceptance
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المستخلص

الهدف الرئيسي من الدراسة الحالية هو التحقق في تأثير استخدام تقنية ألعاب الفيديو التعليمية على تعليم المفردات في تعلم اللغة الإنجليزية من وجهة نظر المعلمين والطلاب.

ولتحقيق أهداف الدراسة تتبع الباحثة المنهج النوعي في بحثه حيث تم تطوير استبيان ليكون الأداة الرئيسية لجمع البيانات من معلمي اللغة الإنجليزية والطلاب في المدارس المتوسطة.

استخدمت الباحثة نظام التحليل الإحصائي (SAS) لتحليل البيانات واستخدمت الباحثة أدوات إحصائية مختلفة كالمتوسط الحسابي لمربع كاي ، والانحراف المعياري ، والترتيب ، واختبار T لتحقيق أهداف الدراسة. وقد تم تطبيق هذه الدراسة على المدرسين والطلاب في المدارس المتوسطة. وقد اختارت الباحثة المدارس عشوائياً كعينة للدراسة في محافظة بابل.

وبعد تحليل البيانات استنتجت الباحثة أن استخدام استراتيجية ألعاب الفيديو التعليمية وسيلة فعالة للغاية في تدريس مفردات اللغة الإنجليزية لطلاب اللغة الإنجليزية لغة أجنبية وهي تناسب جميع أنواع الطلاب لأنهم أحرار في التعلم في أي مكان وفي أي وقت دون قوة. تعمل استراتيجية ألعاب الفيديو التعليمية على تحسين مفردات المتعلمين. إنه يضيف متعة إلى الدروس باستخدام التقنيات ويخلق بيئة جيدة للطلاب تزيد من دافعهم للتعلم. يبدو أن ألعاب الفيديو التعليمية تمثل اتجاهاً جديداً تم جلبه للتكنولوجيا ووسائل التواصل الاجتماعي لأغراض المتعة وقد تم إثباتها في المجال التعليمي كوسيط تعليمي محتمل.



وزارة التعليم العالي والبحث العلمي

جامعة بابل كلية التربية الأساسية

قسم اللغة الإنكليزية

وجهات نظر مدرسي وطلاب اللغة الإنكليزية لغة اجنيه اتجاه تقنية التدريس القائم على الالعب
الفيديوية في اكتساب المفردات لطلبة المدارس المتوسطة

رسالة قدمتها الطالبة

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الى

مجلس كلية التربية الأساسية في جامعة بابل جزء من متطلبات نيل درجة الماجستير في التربية /
طرائق تدريس اللغة الإنكليزية

تحت إشراف

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