Pakistan Languages and Humanities Review
www.plhr.org.pk

Investigating the Impact of Role play games on Vocabulary Building of ESL Learners at Intermediate Level

Dr. Samina Sarwat[1]   Ameer Hamza*[2]   Muhammad Adil Wazeer[3]

1. Director, Institute of Humanities and Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar khan, Punjab, Pakistan
2. Lecturer, Department of English, Government Khawaja Farid Graduate College, Rahim Yar Khan, Punjab, Pakistan
3. M. Phil scholar Institute of Humanities and Arts, Khwaja Fareed University of Engineering and Information Technology, Rahim Yar Khan, Punjab, Pakistan

| Corresponding Author | Ameerhamzakfgc109@gmail.com |

ABSTRACT

Vocabulary plays a key role in effective communication as it helps in interacting people. Many different challenges have been faced by ESL learners during vocabulary lessons such as memorization of words and phrases. The motive behind this article was to find out the impact of Role play games during vocabulary lessons at Intermediate level. For this, a class of intermediate level ESL learners was taken as a sample from Government Khawaja Farid Graduate College Rahim Yar Khan. The participants of this classroom were divided into experimental and control group respectively. Instructional plan of eight weeks was formulated. It covered only three plays of Book-III of Intermediate part-I. Before the start of instructional plan, a previous knowledge test was conducted in both groups. Participants' response sheets were marked according to the already designed answer key. During the course of instructional plan, control group was taught vocabulary lessons in a traditional way whereas experimental group was taught by using Role play games. At the end, Posttest was conducted from already specified chapters. Results of both groups were computed and analyzed by using SPSS. The participants of experimental group performed much better than control group. About 80% respondents of experimental group have been successful in getting 70% or more marks in the posttest which clearly indicates the effectiveness of Role play games for vocabulary learning at Intermediate level.

Introduction

Human beings are endowed with language by Allah Almighty. The only difference between man and animal is that animals do not possess language. Vocabulary is an essential component of language which centers on all four communication skills. Nothing is conveyed without proper use of vocabulary that's why vocabulary has a privileged position in any language.

For vocabulary building, teachers' dedication and learners' interest are highly demanded. Role play games help learners in boosting up their vocabulary by developing interest in language learning. Beglar, D., & Hunt (1995) and Luppescu, S., & Day (1993) state that vocabulary building is pre-requisite for learning second language. Vocabulary is a tool of judging language competency of a learner. Harmon et al. (2009) are of the view that vocabulary learning is a continuous process of acquiring new words in understandable

and substantial contexts. Language learning ability is totally dependent on overall improvement of vocabulary (Linse, C., & Nunan, 2005). Similarly Wilkins & Arnold (1977) says that a very little can be conveyed without grammar but nothing can be conveyed without vocabulary. In short, vocabulary tells us about words, its meanings and the context in which these words are used.

In Pakistan, English has been taught as a compulsory course up to graduation. Also, it is used for official correspondence. Vocabulary mastery is a real problem faced by Pakistani ESL learner because the meanings of the words, spellings and word forms are not always the same. Factors affecting low memorization of new words include; lack of motivation, lack of modern equipments and innovative methods of teaching vocabulary.

Vocabulary-based lessons can be best taught through Role play games especially at Intermediate level. According to Chen (2007) games are workable because they can easily attract the attention of learners by motivating and enhancing their English learning ability. Donmus (2010) points out that the worth of Role play games is continuously increasing because it helps in making language learning entertaining and enjoyable. Games are motivating and physical movement in games help to make students alerted and prevent them from being bored (Bakhsh, 2016). Role play games help in preparing positive learning environment for the learners (Blachowicz, C., & Fisher, 2014). Most of the games provide competition in a friendly way which is an effective factor in increasing motivation (Derakhshan & Davoodi Khatir, 2015). In short, the games which allow the participants to step into the shoes of a character are known as role play.

Vocabulary teaching through Role play games in ESL classes is highly required as it creates a long lasting impression on learner's mind. This study serves this purpose fully because it helps learners learn vocabulary items effortlessly.

Literature Review

A number of studies have been conducted on vocabulary teaching through games such a research conducted by Hawkins (2016) in Eastern Washington University under the title of Games for Vocabulary Enrichment: Teaching Multilingual Writers at the College Level. The researcher investigated the impact of taboo game for vocabulary building during English for Academic Purposes (EAP) course. Findings showed that taboo games were found effective for vocabulary teaching to college level multilingual writers. Similarly, Alaa' Ibrahim Harb (2007) conducted a research on a topic: "The Effectiveness of Role play games on the Sixth Graders' Achievement in English Language in Gaza Southern Governorates". The study was aimed at to investigate the affectivity of Role play games for vocabulary building of English learners residing in Gaza. It was an experimental research which showed that the performance of experimental group far much better than the control group. So, it was highly recommended to use games for vocabulary teaching.

The Concept of Vocabulary

Vocabulary is a list or collection of words having specific meanings for some specific context. Norbert Schmitt (2000) considers vocabulary as a base of the language. Command over vocabulary is highly needed because people cannot do well in understanding the spoken or written material without mastering it properly. As Hornby (2000) says that vocabulary is the total number of words in any language or a list of words having certain meanings. Hatch, E., & Brown (1995) says that vocabulary is a set of words used by the individual speakers in their conversation. Burn, P. C., & Broman (1975) defined vocabulary as a stock of words used by people of different social classes and professions.

In the view of Elfrieda H. Hiebert (2005), Vocabulary learning is all about the knowledge of words and their meanings. According to Linse, C., & Nunan (2005), vocabulary is a collection of words known by a person. In short, it can be said that learning new words and their meanings is an important component of language.

Vocabulary can be divided into two broad categories; active and passive. Active vocabulary can also be called productive whereas passive vocabulary is called receptive vocabulary. Productive vocabulary tells us about the words which come to our minds whenever we write or speak something. That's why active vocabulary is most widely used in our speech and writing whereas passive or receptive vocabulary is about all those words that are present in mind but are used occasionally. Elfrieda H. Hiebert (2005) categorizes vocabulary into oral, print and productive vocabularies. Oral vocabulary is all about spoken or conversational words, print vocabulary is about written words or phrases. Lastly, productive vocabulary is about a list of words extensively used by learners. Haycraft (1997) divided it into two types; passive and active vocabulary. All those words that are easily comprehended, pronounced correctly are included into active vocabulary and those that are not pronounced or used correctly are listed in passive vocabulary. Harmer (1991) introduced the terminologies of active and passive vocabulary. Active vocabulary is about the words which are produced appropriately during spoken or written discourse. In passive vocabulary, learner can only recognize and understand vocabulary items used in listening or reading context.

The Aspect of Vocabulary

Lado (1964) as cited in Mardianawati about the aspects of vocabulary that are learnt by the learners are follows:

- Meaning
- Spelling
- Pronunciation

Vocabulary Mastery

Vocabulary mastery is a broad concept which requires extensive knowledge and understanding of a particular field or subject. Nation (1982) says that different kinds of knowledge that a learner must possess in order to master words such as meanings of the words, written forms of the words, spoken forms of the words, grammatical behavior of the words, collocations of the words, register of the words, association of the words and frequency of the words. Vocabulary mastery is a terminology which consists of a list of words that make up a language used by the people of a particular profession, group or a class etc. For ESL learners' vocabulary plays a significant role. Extensive vocabulary helps learners in mastering other language skills as well.

Our routine activities at college, workplace or at home clearly demonstrate the importance of vocabulary. Balcı & Çakir (2012) believes that possessing a varied and large vocabulary is clear evidence of communicative competence which is one of the major aspects of language learning. Vocabulary masterly is pivotal when learners are engaged in various speaking situations. Wilkins & Arnold (1977) in Alqahtani iterates that producing grammatical sentences have no value if one is not equipped with sufficient vocabulary needed to convey what one wishes to say.

Vocabulary Techniques

Harmer (1991) proposed some strategies for vocabulary teaching such as use of realia, pictures, mimes, actions, gestures, contrasts, enumerations, explanation and translation. Different techniques can be used for teaching vocabulary such as:

Pictures with Illustrations

Lake and Baroni (2018) investigate how drawings and illustrations are used to generalize the meanings in this strategy. This method can be best used for teaching children how to pronounce tangible words. However, it cannot used for abstract terms.

Body Language and Mimicry

Gestures, postures, mimes, and facial expressions can be used to introduce new words to students. The words used in this strategy might help to make the idea apparent (Susanto, 2017).

Guessing from the Context

Words are supplied in context in this strategy. Students are given the context and asked to guess the required meaning of the terms based on the context. They retain the word and assess the correct meaning during the guessing phase. They also comprehend the meaning if it differs from what they already know (Laufer, B., & Aviad–Levitzky, 2017).

Translation method

Students are expected to learn the meaning of new terms using their first language in this manner. Teachers explain the meanings of new terms to children in their own language, which aids their comprehension (Annamaria Pinter, 2015).

Explanation Method

The new terminology is taught through spoken explanation. This method is employed in order to make the learning of new words a simple and straightforward process (Schmitt, 2020).

Realia

It is the process of learning new words in the classroom by using real items (Zhao, Y. & Cziko, 2001).

Teaching English Vocabulary by using Role play games

According to Gerlach, V. S., Ely, D. P., & Melnick (1980), games are simplified and operational model of a real life scenario or a situation that provide learners with vicarious participation in different events and roles. Similarly, Hadfield, J., & Hadfield (1990) states that games are the activities having specific rules, goals to accomplish and elements of amusement and fun. Uberman (1998) states that games promote language learning in many different ways. It provides learners a relaxed, motivating and fun filled environment. Prasad (2003) opines those games are highly motivating because they provide challenging environment as well as amusement.

Games can be divided into two categories: competitive games and cooperative game. Competitive games are those in which teams or players race in order to reach their goal to be first whereas cooperative games are those in which participants (teams or players) cooperate with each other to attain their common goal. The main focus in games is on successful communication rather than on correct use of language (HEINEMANN - MARIA TOTH, 1995).Games are sports or competitive play having specific rules. Graham Gibbs (1981) defined games as activities that are completed by competing participant cooperatively by following certain rules to accomplish their own goals. Riahipour, P., & Saba (2012) say that Role play games have a prestigious position in language learning as they are not just time filling activities. Games are motivating and physical movement in games help to make students alerted and prevent them from being bored Bakhsh (2016). According to Wright, A., Betteridge, D., & Buckby (1992), "A game is an activity that helps and encourages learners to sustain their interest in work".

Role play games include Role play, word race, whispering games, matching columns and word association games etc. These games play a very positive role during vocabulary building lessons for ESL learners.

Importance of Teaching Vocabulary through Role Play Games

McCallum (1980), highlighting the efficacy of games in language instruction, provides the following arguments for adding games in language classes:

- They can serve as a kind of reinforcement, review, or enrichment.
- They can serve as a kind of reinforcement, review, or enrichment.
- They require equal engagement from both slow and quick learners in terms of function.
- They may be tailored to the pupils' particular ages and language skills in the classroom.
- They may be utilized in any language classroom setting and with any ability level, including reading, writing, speaking, and listening.
- They give the teacher rapid feedback.

Benefits of Using Role Play Games

Andrew Wright (1992) pointed out following advantages of using Role play games:

- Games are very helpful in developing learner's interest and encourage them to sustain it.
- Games are very useful in boosting up confidence level of the learners.
- Games are very important for language teachers especially in ESL classrooms.
- Games help teachers in clarifying the context in which the certain vocabulary items are used.
- Games make communication skills strong especially speaking and writing.
- Games help learners to work like a team because certain games require group and team efforts.
- Games help to practice all four communication skills namely listening, speaking, reading and writing.
- One of the features of games is drill and practice which gives an opportunity to convey our thoughts, opinion, feelings and information.

Material and Methods

Population

Population of this study was ESL learners of intermediate level studying at various colleges of Rahim Yar Khan. There are four Government colleges (boys and girls) and twenty private colleges including boys and girls colleges within the locality of Rahim yar khan city.

Sampling

This study was conducted in the public College (Boys) of Rahim Yar Khan. The researcher has also been a part of the faculty of English department in Govt. Khawaja Fareed Postgraduate College, Rahim Yar Khan. Only 60 students out of 1500 were selected as a sample from Intermediate classes. Random selection technique was used to select them. Participants were divided into two groups i.e., Control Group and Experimental Group having equal number of participants.

Time and Place of the Research Study

The study was conducted during academic session 2021-2022 in between August 1, 2021 to September 30, 2021 comprising eight weeks. In order to test the impact of the study, the required data was collected from Government Khawaja Farid Postgraduate College Rahim Yar Khan in a given time frame.

Research Methodology

It was an experimental study having two groups namely;

1. Controlled Group

2. Experimental Group

Control Group was a group of participants who did not receive any kind of treatment by the researcher during the course of this study whereas Experimental Group comprised of the participants that were exposed to treatment by the researcher. EG and CG were the abbreviations used for Experimental and Control Groups respectively. Both had equal number of participants that were thirty in each group. All these participants were in terms of intellectuality, age, grade and gender.

Variables

This study was based on following variables;

- Independent variables: Role play games were independent variables
- Dependent variables Vocabulary enrichment was a dependent variable
- Gender: Male and female
- Area: Urban and rural
- Sector: Public colleges

Material Preparation

For eight weeks of instructional time period the researcher carefully chosen only three plays from English Textbook 3 of Intermediate part one designed by Punjab Textbook

Board Lahore. These plays were Heat Lightning, Visit to a Small Planet and The Oyster and the Pearl. The researcher also played the role of an ESL teacher during the given time. Only twenty four lessons were planned for experimental group based on the vocabulary items from the given plays of intermediate book 3. Role play games-based activities were also included in these lessons plans keeping in view the age and grade level of the ESL learners.

Data Collection Tools

The researcher got permission from principal of the said institution and selected classroom No.32 of Intermediate part one as a sample. This classroom was situated in Abdul Qadeer Block. These 60 participants were taken as representative sample of this study. It was a diverse classroom because these participants came from different schools' government and private, from city areas as well as from surrounding villages. It was a good sign for this study.

Pretest and Posttest tools were used data collection. For test, 65 test items were prepared and a pilot study was conducted before launching it. After pilot project, only 50 test items in MCQS format were selected for conducting tests. Before the formal start of instructions, pretest was conducted in both C-Group and E-Group. Test was based on certain vocabulary items including synonyms and antonyms. Only 60 minutes were given to complete the test having 50 questions. Then pretest results were prepared according to the already designed answer key. After this, instructional plan was implemented. CG was taught in a traditional way without any educational game or lesson plan whereas EG was taught through Role play games. Role play games were conducted in experimental group for vocabulary teaching by the researcher such as Role play games, word association, matching columns, word race, story completion, question volley and whispering games. These games created a motivating and competitive environment inside the class. Meanwhile, the researcher played the role of class teacher and observer as well.

At the end of instructional period, posttest was conducted in both groups and response sheets were marked accordingly. The learning and achievement level of the participants was measured by the difference in results of both CG and EG before and after giving treatment through test.

Role Play Games

The game which allows the participants to step into the shoes of a character is called Role Play. A lot of hard work and practice is required before performance on the stage in front of the spectators. The teacher plays the role of a guides and mentor. He provides guidance about their role, character, situation, sitting and events. Spectators are always available to see the performance of different people playing roles of different characters on the stage. In this study, prime motive was to study the impact of role play games on vocabulary building. Resultantly, participants were assigned roles according to the demand of the lessons that they were supposed to learn. Participants uttered dialogues having certain vocabulary items used in that particular lesson. This game was quite interesting as learners themselves were fully involved in it.

How to Use Role Play

Role play game comprises the following steps:

Step: 1Identifying Situation

It is initial point of the role play game which involves assembling participants and introduce them the problem or scenario. An open discussion is held to uncover the relevant areas of discussion. This thing helps participants in developing an understanding of the scenario even before starting role play. In other words, participants are given background information of the situation.

Step: 2 Adding Details

At this stage, the scenario is set up in such a way to feel like a real situation. Every participant must be making sure that each and everything is quite clear about the existing scenario and why are they working on it? Similarly, what is the purpose they want to accomplish?

Step: 3 Assigning Roles

Different roles are assigned to participants representing different characters. Roles are assigned by keeping in view the demands of the play and its objectives. The participants are required to prepare their roles thoroughly. They must realize the significance of character, motivation behind it and the feelings when they enter into that situation.

Step: 4 Acting Out the Scenario

At this stage, every character assumes their role and act out according to the situation in a best possible way to achieve the motive of the role play game. In this situation, it is highly demanded from the characters to utter those words which the teacher is intended to teach. By using role play game not only the literal meanings but also contextual meanings becomes quite clear.

Step: 5 Discussing what is Learnt

At the end of role play activity, it becomes clear that what we have learned or what was intended to learn. This game helps learners to achieve their purpose.

Uses and Benefits

- It helps in boosting up confidence level of the learners.

- It enables learners to tackle real life problems without committing any error in judgment.

- Role play games are very useful in developing thinking ability of the learners.

- It helps in building strong interpersonal communication skills.

- It helps in learning vocabulary items in a life like scenario.

Data Analysis and Interpretation

Quantitative data of 60 students comprising control and experimental groups studying at Government Khawaja Farid Postgraduate College Rahim Yar Khan was collected by Pretest and posttest from both control and experimental groups respectively. Results of both groups were prepared. For analysis and interpretation of data, Statistical Package for Social Sciences (SPSS-20) was employed. Tables were prepared to show analysis and interpretation.

Table 1 change table
Pretest comparison

Group	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-value
Control	30	23.0333	6.29988	1.15020	.255	.800
Experimental	30	22.6333	5.85152	1.06834		

Table 1 indicated no significant difference between the mean score of Control Group (M=23.0333, SD =6.29988) and Experimental Group (M=22.6333, SD =5.85152). The significant *p*-value of 0.800 indicated that respondents of both Control Group and Experimental Groups have shown a very mild difference results in pretest about learning vocabulary through role play games (N=30, t-value=0.255). The mean score illustrated that the participants of experimental group have shown poor results in pretest in comparison with control group.

Table 2
Control Group comparison

Group	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-value
Pre-control	30	23.0333	6.29988	1.15020	2.188	.033
Post-control	30	26.7667	6.90169	1.26007		

Table 2 indicated no significant difference between the mean score of Pre-Control (M=23.0333, SD =6.29988) and Post-Control (M=26.7667, SD =6.90169). The significant *p*-value of 0.033 indicated that respondents of both Pre-Control and Post-Control have shown a mild difference in results about learning vocabulary through traditional way without the use of role play games (N=30, t-value= 2.188). The mean score illustrated that the participants of Pre-Control and Post-Control group have shown no significant difference in their test scores.

Table 3
Experimental Group comparison

Group	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-value
Pre-Experimental	30	22.6333	5.85152	1.06834	-10.325	.000
Post-Experimental	30	38.1667	5.80180	1.05926		

Table 3 indicated a significant difference between the mean score of Pre-Experimental (M=22.6333, SD =5.85152) and Post- Experimental (M=38.1667, SD =5.80180). The significant *p*-value of 0.000 indicated that respondents of both Pre- Experimental and Post-Experimental have shown different results about learning vocabulary through role play games (N=30, t-value=-10.325). The mean score illustrated that the participants of post-experimental group have shown a strong result of role play games for vocabulary learning at intermediate level than pre-experimental group learners.

Table 4
Comparison between Control and Experimental group

Group	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-value
Control	60	24.9000	6.81648	.88000	-3.585	.000
Experimental	60	30.4000	9.73235	1.25644		

Table 4 indicated a significant difference between the mean score of control group (M=24.9000, SD =6.81648) and experimental group (M=30.4000, SD =9.73235). The significant *p*-value of 0.000 indicated that respondents of both control group and experimental group have shown different results about learning vocabulary through role play games (N=60, t-value=-3.585). The mean score illustrated that the participants of experimental group have shown a strong result of role play games for vocabulary learning at intermediate level than non- experimental.

Table 5
Posttest Comparison

Group	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-value
Control	30	26.7667	6.90169	1.26007	-6.925	.000
Experimental	30	38.1667	5.80180	1.05926		

Table 5 indicated a significant difference between the mean score of Control Group (M=26.7667, SD =6.90169) and Experimental Group (M=38.1667, SD =5.80180). The significant *p*-value of 0.000 indicated that respondents of both Control Group and Experimental Group have different results about learning vocabulary through role play games (N=30, t-value=-6.925). The mean score illustrated that the participants of experimental group have shown a strong result of role play games for vocabulary learning in posttest at than control group learners.

Table 6
Overall result of Pre and Post test

Test	N	Mean	Std. Deviation	Std. Error Mean	T-Value	P-value
Pre-Test	60	22.8333	6.03146	.77866	-7.135	.000
Post-Test	60	32.4667	8.54394	1.10302		

Table 6 indicated a significant difference between the mean score of Pre-Test (M=22.8333, SD =6.03146) and Post-Test (M=32.4667, SD =8.54394). The significant *p*-value of 0.000 indicated that respondents of both Pre-Test and Post-Test have shown different results about learning vocabulary through role play games (N=60, t-value=-7.135). The mean score illustrated that the participants of experimental group have shown a strong result of role play games for vocabulary learning at intermediate level than control group.

The study was conducted to assess the impact of role play games on vocabulary building of ESL learners at Intermediate level. Two research questions were addressed on the basis of quantitative analysis of data collected from both control and experimental groups in the form of pretest and posttests. Tests were marked according to already designed answer key. A significant difference in the test scores was found in both groups after giving treatment. Certain tests were applied for data analysis and interpretation by using SPSS software. Mean, Standard Deviation and t-test were mainly used as shown in the given tables. The findings unveiled a significant difference in the mean score of Controlled Group and Experimental Groups with the significant p-value of against the N (number of students) and T (total participants) in pretest and post-test experiments in learning the vocabulary through both role play games and traditional approaches.

The overall performance of experimental group was far better than the control group in posttest after giving them treatment. About 80% students of experimental group had been successful in getting 70% or more marks in the posttest. It is a clear indication which determines the effectiveness of role play games for vocabulary learning for ESL

learners of Intermediate level. In short, study was considered successful, for high achievement level of the learners.

Conclusion

Vocabulary learning had always been a difficult task for non native speakers as it takes a lot of efforts in understanding and manipulating the words of a target language. Different word forms, their meanings, pronunciations give a tough time to ESL learners because meanings are always context dependent. Many techniques are employed by the language teachers for effective learning in which educational game is one. Games help learners in a play way method without getting exhausted. Games aid learners in building ability to learn and retain vocabulary items more quickly and effectively. Simply it can be said that game-based vocabulary learning technique has the potential of providing language-learning in a non-stressful manner.

This study reveals that role play games are really helpful and effective in vocabulary learning. It creates motivational environment. A friendly competition and cooperative learning atmosphere allows learners to collaborate on their projects. Games help learners in developing their communication skills while giving them an opportunity to practice the target language. As a result, vocabulary games bring real-world context into the classroom and improve students' ability to communicate effectively in English in a flexible manner. It is impossible to overstate the importance of games in the teaching and learning of vocabulary.

Recommendations

Although, this study has contributed to the existing knowledge and suggests that the role play games are more useful for vocabulary learning in comparison with traditional method. However, there are some recommendations that might be exponential for ESL learners and teachers. It is critical to choose vocabulary games that are appropriate to the students' level of proficiency, age, grade and academic background in order to get the most out of them. The cultural background and proficiency level of the students should be considered while employing a game. In other words, it can be said that games are ESL learning tools that revolutionized the study of language teaching. Diversification in teaching learning must be ensured along with mandatory training and refresher courses for teachers.

References

Annamaria Pinter. (2015). Teaching Young Language Learnrs. In *Actualidades Investigativas en Educación* (Vol. 15(2)

Bakhsh, S. A. (2016). Using Games as a Tool in Teaching Vocabulary to Young Learners. *English Language Teaching*, *9*(7), 120. https://doi.org/10.5539/elt.v9n7p120

Balcı, Ö., & Çakir, A. (2012). Teaching vocabulary through collocations in EFL Classes: The case of Turkey. *International Journal of Research Studies in Language Learning*, 1 (1), 21-32, https://doi.org/10.5861/ijrsll.2012.v1i1.31

Beglar, D., & Hunt, A. (1995). Vocabulary and reading: Teaching and testing. *In G. van Troyer, S. Cornwell, & H. Morikawa (Eds.)*, 210–214.

Blachowicz, C., & Fisher, P. J. (2014). *Teaching vocabulary in all classrooms.* Pearson Higher Ed.

Burn, P. C., & Broman, B. L. (1975). *The language arts in childhood education. A rational for pedagogy.* Cambridge University Press.

Chen, J. L. (2007). U*sing games in teaching English to preschool students. Unpublished master's thesis,* National Dong Hwa University, Haulin, Taiwan.

Derakhshan, A., & Davoodi Khatir, E. (2015). The Effects of Using Games on English Vocabulary Learning. *Journal of Applied Linguistics and Language Research*, 2, 3

Donmus, V. (2010). The use of social networks in educational computer-game based foreign language learning. *Procedia - Social and Behavioral Sciences*, *9*, 1497–1503. https://doi.org/10.1016/j.sbspro.2010.12.355

Harb, A. I. (2007). T*he effectiveness of educational games on the sixth graders' achievement in English language in Gaza southern governorates*. M.A thesis, The Islami University of Gaza.

Hiebert, E. H., & Kamil, M. L. (2005). *Teaching and learning vocabulary: Bringing research to practice.* Routledge.

Gerlach, V. S., Ely, D. P., & Melnick, R. (1980). *Teaching and media*. Prentice-Hall.

Hadfield, J., & Hadfield, J. (1990). *Intermediate Communication Games: A collection of games and activities for low to mid-intermediate students of English*. Nelson.

Harmer, J. (1991). *The practice of English teaching*. London & New York: Longman

Harmon, J. M., Wood, K. D., & Kiser, K. (2009). Promoting Vocabulary Learning with the Interactive Word Wall. *Middle School Journal*, *40*(3), 58–63. https://doi.org/10.1080/00940771.2009.11495588

Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education.* Cambridge University Press.

Hawkins, J. (2016). Games for vocabulary enrichment: teaching multilingual writers at the college level.

Haycraft, J. (1997). *Some Basic Principles in An Introduction to English Language Teaching.* Longman.

Toth, M. (1995). *Heinemann children's games: a teacher's resource book of games for young learners of English*. Heinemann.

Hornby, A. S. (2000). Oxford advanced learner's dictionary of current English. *S. Wehmeier (Ed.). Oxford: Oxford University Press*, 7.

Lado, R. (1964). *Language Teaching,* A Scientific Approach.

Lake, B., & Baroni, M. (2018). Generalization without systematicity: On the compositional skills of sequence-to-sequence recurrent networks. *35th International Conference on Machine Learning, ICML 7*, 4487–4499.

Laufer, B., & Aviad–Levitzky, T. A. M. I. (2017). What Type of Vocabulary Knowledge Predicts Reading Comprehension: Word Meaning Recall or Word Meaning Recognition? *The Modern Language Journal*, *101*(4), 729–741.

Linse, C. T., & Nunan, D. (2005). *Practical English language teaching. Young Learners,*(McGrawHill, 2006), 47.

Luppescu, S., & Day, R. R. (1993). *Reading, dictionaries, and vocabulary learning*. 43(2), 263–279.

McCallum, G. P. (1980). *101 word games for students of English as a second or foreign language*. Oxford University Press.

Nation, I. S. P. (1982). *Beginning to Learn Foreign Vocabulary: A Review of the Research*. 13(1), 14–36.

Norbert Schmitt, D. S. (2000). *Vocabulary in Language Teaching*. Cambridge University Press.

Prasad, U. (2003). *Achieving Communicative Competence in English*. The Hindu Online Edition of India's National Newspaper. http:/www.eric.ed.gov/

Riahipour, P., & Saba, Z. (2012). ESP Vocabulary Instruction: Investigating the Effect of Using a Game Oriented Teaching Method for Learners of English for Nursing. *Journal of Language Teaching & Research*, *3*(6), 1258–1266.

Schmitt, N., & Schmitt, D. (2020). Vocabulary in language teaching. Cambridge University Press.

Susanto, A. (2017). the Teaching of Vocabulary: a Perspective. In *Jurnal KATA* (Vol. 1, Issue 2, p. 182). https://doi.org/10.22216/jk.v1i2.2136

Uberman, A. (1998). The use of games: for vocabulary presentation and revision. *English Teaching Forum 36* (1): 20.

Ur, P., & Wright, A. (1992). *Five-minute activities: A resource book of short activities.* Cambridge University Press.

Wilkins, E. J. (1977). *Foreign Language Instruction and Career Preparation: A Selected, Annotated Bibliography* (No. 51). ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics.

Wright, A., Betteridge, D., & Buckby, M. (1992). *Games for language learning*. Ernst Klett Sprachen.

Zhao, Y. & Cziko, G. A. (2001). Teacher Adoption of Technology: A Perceptual Control Theory Perspective. *Journal of Technology and Teacher Education*, *9*(1), 5–30.