زانکۆی سەلاحەدین - هەولێر

Salahaddin University-Erbil

The Impact of Game _Based Applications on EFL Vocabulary Learning

This Project Submitted in Partial Fulfilment of the Requirements for the Degree of Bachelors in English at College of Basic Education, Salahaddin University-Erbil

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Dedication

We dedicate this humble work to our families ,friends and professors ……

Acknowledgement

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Section One
Introduction

There are many methods which facilitate teaching process, one of them is an extremely essential method which is game based learning. The consequences of games on the attainment of intended learning outcomes and students' motivation to effectively learn and practice through it. Game based learning activities utilize for promoting realization and awareness about their lessons even in real life. GBL(game based learning) enhances students' self-efficacy in that games can provide more diverse learning methods that are effective in increasing students' interest and learning efficiency and also GBL activities utilize for promoting ,realization and imagination for things. In addition some of the games deepen the students' understanding o**f** the education.

The primary aim of this study is to highlight reflect on the importance of utilizing GBL for the learners in our own experience and understanding. so that the readers of this study become familiar with another learning technique that can be used for learning purpose, also for indicating young learners' creativity, critical thinking, and problem-solving skills.

Vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Laufer (1997) states that

"vocabulary learning is at the heart of language learning and language use ." . Nevertheless one definition defines a game as "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (Salen & Zimmerman, 2004, p. 80). Definitions of GBL mostly emphasize that it is a type of game play with defined learning outcomes (Shaffer, et al , 2005).

This project is divided into four main sections. The first section is the introduction in which a general background of this study is presented. The second section is the literature review that provides detailed knowledge about the understanding GBL, Examples of GBL such as card games, board games, and video games. Merits and demerits and the roles of games in enhancing English as a foreign language the third section is experience and reflection where personal suggestions and experiences are provided. The last section is the conclusion which is followed by references.

Section Two
Literature Review

2.1 Understanding Game-Based Learning

Most of the times it has been considered as an origin of providing aims and anti-blame about technology or applied science into language learning method and Companies are also continuing to improve ways to learning languages and enhancement for longer time. Furthermore, by the advent of microcomputers greater facilities have turned up and made everything efficient and low cost for the sake of smooth flow of language learning process (Johnson and Johnson, 1999).

In addition ,stronger arguments have been made for the successful command of gaming as a didactic device for improve better engineers, enhancing encouragement and build up serious thinking on the part of learners when they play.

Furthermore ,Gee (2003) specifically and vehemently reiterates and categorizes the advantage of videogames in the teaching and learning procedure. He has provided a number of purposes that why videogames should be used in teaching and learning procedure. He expressed , 'just in time' straight from the horse's mouth, i.e., not any foreign resources or second hand ones. Besides, he supposed those people who play good videogames are supposed to be inventors of novel tactics and/or designs of the game, i.e., not only will they be mere gamers playing aimlessly but also caretakers of the missions as well as and tackle with the challenging and hard troubles. He still considers that good games are crucial factors in increasing players' motivations. The more effective motivation, the more learning results and achievements will bring up. By reducing the distance, the players feel much like of "being there" which the quoted mark one is best effective as actual teaching and learning prototype of successful learning.

Last but not least, for him, good videogames with multiplayer opportunities will allow collaborative working and making better the players' interpersonal and group work ambitions towards forming generalized knowledge and a desire to share expertise and information amongst all. This feature of a videogame are able to assist to connect more various cultures around the world, especially if the game is one that is operable and accessible through the internet and all over the world.

2.2 Examples of Game-Based Learning (card games, board games, and video games.)

Video games have captured massive attentions of the different scholars with controversial perspectives concerning its notions. Nicolas (2005, p. 2) defines video game in a very short sentence and very simply as, "a game which we play thanks to an audiovisual apparatus and which can be based on a story".

Card games appear to be attractive implementation for computerized outline computational consideration more than one reason. A crucial calculate is definitely their popularity and ubiquity ; different card games begun almost anywhere in the world, and since hundreds of years they have been used it. Analytical simplicity is one of the essential factor. Most of the card games could be replicated with very limited computational effort differentiated to games that are planed to be played with a computer and are naturally very calculation heavy (e.g. simulation games).

 There are two characteristics which shared by another kind or sort of card games: classic board games such as Chess, Go and Backgammon. But dissimilar board games, card games participate in a common prop: the classic French deck of cards (52 cards of four colors and two jokers). Most card games (certainly most Western card games) can be played utilizing only one or two such decks, and perhaps hardly any tokens

representing money or score. This enables us to model a huge variety of card games by simply altering the form of their rule. Presley(2001,p 146) defines DGBL as ``any learning game in a computer or online'', which broadly covers many different types of games used in teaching simple as learning games. Moreover ‹stronger argument have been made for the powerful command of gaming as a didactic device towards giving rise to better enginemen, augmenting otivation and creating critical thinking on the part of learners during play. GBL has also become a successful technical tool implement for assessing and educational concerns or responsibility and extending them within and beyond the classroom. DGBL has simple referred to the manipulation of digital game aided by the use of computers foe the purpose of teaching and /or learning .Presley(2001,p 146) defines DGBL as ``any learning game in a computer or online'', which broadly covers many different types of games used in teaching simple as learning games .Moreover ‹stronger argument have been made for the powerful command of gaming as a didactic device towards giving rise to better enginemen, augmenting motivation and creating critical thinking on the part of learners during play.

The meaning of board games have not always been a crystal clear by Psychologists. The definition of a specific game is ordinarily made understandable or otherwise transparent by listing the rules of the game. The choices and

Assumptions that researchers have made prior to presenting their research on

Games could bring us a more wisely definition of board games more appropriate

For psychological research.

This definition is based on two feature of board games. First, it is concerned with rules. Games with a set of rules. The number of positions for these pieces, and the number of possible moves. The limitations

Set by these rules contrast with games of skill where the number of positions

May be endless. Second, there is a board with pieces on it. However ,This feature

expresses moving or placing of pieces may affect the situation on a board and that pieces

relate to each other on a board. This is in contrast with

Most lottery games, such as roulette, where each bet or contract is commonly

Independent from the other contracts that have been made on the table, and

By definition are not moving around the board.

2.3 Merits and demerits of game based learning
     Role of learner in GBL:

1. On the other hand, students' roles depend on what the interactive game demands.

2. In addition, students have to follow the rules of the game and even though they are

   Achieving a specific part of the foreign language, they certainly are doing so.

Advantages of GBL:

1.Games give a variety of tools to facilitate teaching process. They are Complementary

to the syllabus.

2. Games are flexible. It means they can be used for teaching any aspect of the language.

3. Games provide variety of class activities which help to maintain student's attention and

Interest.

4. Games raise the student's motivation.

5. Games make students produce language subconsciously.

6. Games stimulate students' participation and give them confidence.

7. Games transform the teachers role from that formal instructor to that of an organizer and

Moderator of the class.

8. Games can also serve as a testing mechanism etc.

Disadvantages of GBL:

1. It creates difficulty of classroom management.

2. It faces lack of infrastructure (insufficient availability of computers).

3. It is also difficult to integrate games into the curriculum.

4. Non-savvy teachers are negative about GBL.

5. Ironically, the engaging nature of digital games can sometimes be a distraction from the

Overall learning objective, because pupils get caught up in the notion of solving the problem

Or winning the game. (British Council: Emerging Technologies, Emerging Minds:33).

2.4 The role of games in enhancing EFL student's vocabulary

There are many approaches that can be utilized to teach vocabulary. The approaches for teaching vocabulary are numerous. So one of them is teaching vocabulary by utilizing language games. In spite of the fact that some teachers may believe that language games are a waste of time, games play a crucial part and with having a positive impact in both teaching and learning vocabulary. Games can be assistant for the instructors in producing a meaningful language to their pupils. According to Stephen Krashen's input hypothesis, input should be comprehensible. He says that we acquire language in only one way, when we understand messages, that is, when we obtain Comprehensible input. Thus, when we acquire ,we are able to comprehend what people say to us or what we read, when we are absorbed in the message,

The meaning of comprehensible input states that the students should be able to comprehend the essence of what is being said or Presented to them if the data is understandable . Nowadays games can assist instructors in making input understandable. Pupils can learn vocabulary easily in understandable way by the help of language games. They should be careful what they learn . Moreover, in the learning procedure having psychological obstacle is a critical issues .Language games are able to assist instructors to break down the obstacles due to learners feel pleasured and free while playing. Language games assist learners to bring down their pressure which affects their learning process negatively. Games can   assist learners to gain advantages and might encourage or motivate them to their interest. We appreciate games , learners can provide significance to what they do and learn . Learners learn a language when they find out their interesting and enjoy while playing games ,so it will be more permanent .In addition, motivation is very crucial for students' learning .When they play games, they get rid of limited atmosphere in the classroom for the reason that, during playing games ,they feel as if the classroom is a playground instead of a formal and strict Place where they have to remain for learning and following all rules which set. Thus they become content from what they do . Furthermore, language games motivate learners interaction while playing games. Even a student who is very bashful can be participate in the game .For these reasons, this study investigated whether games really assist learners to memorize vocabularies effectively and more easily than usual technic, such as reading, listening or saying again the vocabularies after the instructors.

Section three
Experience and reflection

In this section we will demonstrate how we have been experienced in our life about educational games which can be an assistant for us.

3.1 Experience

This subsection is going to consider the experience that we took as students in English

environment before we started to write our report, we had very little knowledge about our sense, For instance, according to the first researcher she knew that educational games could assist her learn our favorite language and we only knew about video games which is like a series of films that can familiarize you with the different cultures of foreign countries if you play historical games,

Some of them are imaginary and scary that the player does to enjoy what makes the player feel happy .It assisted me to learn English language because of I used to play video games.

3.2 Reflection

 While continuing the research we knew some new different things which were board game and card game which are games for learning specially learning vocabulary. All the games based learning can be a model for the learners in many perspectives such as increasing interaction, raising student' motivation, improving young learners' creativity, critical thinking and spending time with doing some enjoyable thing. We think that students shouldn't be avoided to use educational games because they like to play games so hopefully they may fell pleasant also they learn. GBL provides learners the opportunity to investigate with a new skill. By some humor into their curriculum ,it increases more student participation.

Section Four
Conclusion

It has been concluded that game based learning has got effective role in learning and improving vocabulary to the learners. As it manifest , there are a lot of approaches for learning vocabulary game based learning is one of them .GBL assists the learners to develop vocabulary skill. It has a positive impact on student's motivation for the adults and very young learners . However, games provide an enjoyable way to get to know without taking courses. Despite that they are interesting to do they do something else at the same time playing and getting interesting. It is an curial way for learning vocabularies specially for those people who don't like memorizing words, it can't not help them due to they forget the vocabularies early .In addition GBL is very easy to understanding and it facilitates learning process for learners because they can play the games and do another activity at the same time.

We as learners can make the games as our hobby to learn our favorite language.

This project is provided some examples about GBL that they are video game ,card game and board game. Video games are a story about some events and they are electronically images produced by a computer program. It assists them to discover new words, and work on spelling and pronunciation. Language games can have a positive impact on both teaching and learning vocabulary, helping instructors produce meaningful language to their learners. Nowadays games can assist instructors in making input understandable. Learners can learn vocabulary easily in understandable way by the help of language games. Learners learn any language when they feel their interesting and enjoy while playing games ,so it will remain more than the other technic. This study investigated that games really help the learners to memorize vocabularies effectively and more easily than others ways, such as reading, listening or saying again. Beside that language games encourage learners interaction while playing games.

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