Acquiring New Vocabulary Through Video Games

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Abstract: Vocabulary acquisition is one of the difficult parts to master in acquiring knowledge of the target language for English beginners. The use of educational video games to teach vocabulary has been popular for decades. Therefore, the article mainly examines the results of using video games in improving vocabulary for acquiring knowledge in English as a foreign language or English as a second language. Various studies have shown that video games are useful in the acquisition of vocabulary knowledge because they improve students' ability to remember words, inspire student interaction, improve communication skills and increase student motivation. Games can also help teachers create contexts in which language is beneficial and meaningful. This perspective is aimed at craft instructors and students aiming for better knowledge of vocabulary through educational videos. game. This article warns against acquiring purely game-based knowledge about sports and strategy in the boardroom. We hope that educational video games will attract more attention and be deployed in classrooms so that children can learn and teach new vocabulary more effectively.

Key words: giving motivation,game-based learning,educational game

Introduction

Learning vocabulary through games has received a lot of attention. Donmus (2010) believes that "the value of educational games has increased in language teaching because they make language teaching fun" (p. 1497). According to the findings of Kuzu and Ural (cited in Donmus, 2010, p.1499) "when games and education are combined, it can become an educational environment and education can be mind. Learners who learn through games will gain a positive attitude. and can be more motivated while studying." This is a review of the impact of using games in learning English as a foreign language (EFL) vocabulary. English vocabulary is mainly taught out of context, as separate words. The main criticism of this teaching method is that vocabulary cannot be learned in isolation (Al Neyadi, 2007). Activities that encourage learners to think about words, such as using games, help learners remember target words more easily. Learning vocabulary is hard work so you must try to understand, produce and apply the target words. The game helps and encourages more learners to learn the target language more easily. They also help teachers create contexts in which target words are useful and meaningful; They also bring joy to students, helping them learn and remember new words faster.In other words,Game-based learning can create a meaningful context for the language learning process. After learning and practicing new vocabulary through games, students have the opportunity to use the language in a stress-free way (Uberman, 1998). The game is beneficial and effective for learning vocabulary. They are motivating because they often include friendly competition and create a collaborative learning environment, so students have the

opportunity to work together. They improve students' communication skills and give them the opportunity to use the target language (Sorayaie-Azar, 2012). Therefore, vocabulary games bring real-life contexts into the classroom and improve students' ability to use English flexibly and communicatively. The role of games in teaching and learning vocabulary cannot be denied. However, for vocabulary games to be most effective, choosing the right game is necessary. Whenever games are used, the student's skill level and cultural background must be taken into account. It will also be useful for students with lower language abilities and can be easily applied in the classroom. Many experienced textbook and methodological authors have argued that games are not only time-consuming activities but also have great educational value (Riahipour & Saba, 2012). This article provides a rationale for implementing games as a stress-free word learning tool. It is believed that games have the ability to contextualize word learning.

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DeHaan, Reed, and Kuwada (2010) studied the effects of musical video game interactivity on second language vocabulary recall. Participants in their study were divided into two groups; one of them played an English music video game for 20 minutes, while the other group watched the game simultaneously on another screen. After playing the game, a vocabulary recall test, an experience questionnaire, and a two-week delayed vocabulary recall test were administered. The results of their

study showed that video game players and spectators remembered vocabulary from the game, but players remembered less vocabulary than observers. DeHaan et al. (2010) argued that although a video game that contains target language vocabulary can be fun, its interactivity can hinder language acquisition because players cannot remember the vocabulary of the target language. game as well as viewers. They also argued that "video game players were asked to play the game and pay attention to vocabulary at the same time and that these multiple attentional focuses prevented them from attending to and remembering multiple items." vocabulary than observers." (page 85). does not reveal that vocabulary can be acquired more effectively through a non-interactive approach than through an interactive approach for these players.

As the world enters the 21st century, there is a need for a new tool that can facilitate the teaching of English as a second language (ESL). In this case, video games seem to have a promising positive impact on ESL lessons. Video games are interactive, and suitable for 21st century learners who crave technology. Therefore, this study was carried out.a significant difference was observed during testing. Additional statistical tests showed that the experimental group performed better than the control group in the control group (Mohd Shafie Rosli 2018). A paired samples t-test is being conducted and the results show significant pre-test and post-test of the experimental group. This indicates that the treatment had a positive effect on the samples. (Gee 2003) argues that video games may be ideal for preparing workers for today's workplace rather than the traditional workplace. What is important, however, is the ability of video games to allow users to entertain themselves in a new world while also achieving deep learning. The question of whether video games were effective in improving the sample's vocabulary was answered using a t-test performed as noted above. It can be concluded that video games are in fact an effective tool for improving ESL vocabulary, as Gee (2009) suggests that a well-designed video game is likely to produce results. positive. greater efficiency due to the possibility of improving theoretical or modern pedagogy, which will lead to successful learning. In a typical classroom, memorization creates a wall that prevents students from developing higher-order thinking skills. This goes against modern educational practices. As suggested by (Barron 2008), to develop higher-order thinking, students must engage in complex and meaningful projects that require collaboration, research, resource management, and the development of an activity. ambitious initiative or project. The results of this study demonstrated that the sample was highly motivated due to the higher post-test performance of the experimental group. When patterns are motivated, it allows them to engage and complete tasks. This case explains that video games are useful in stimulating learners' intrinsic motivation, which is important for engaging learners in any task aimed at improving skills and thus improving their performance. improve their abilities (De Aguilera 2003).

In short, organizing and teaching vocabulary through different videos and games is a very effective method. This is why I think these techniques should be applied more to students

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