

The Effect of Video Games on Language Vocabulary Among Iraqi Elementary Students

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Abstract

This study attempted to investigate the phenomenal issue of video games that play a vital role to improve and expand students' vocabulary knowledge via the use of such soft wares. The variables considered in this study include level of English language proficiency and IT proficiency. The sample of the study consisted of 48 male ESL students of English in two Baghdad schools, Iraq. Besides, their age ranged from seven to ten. In order to make sure that the participants were at the same level of language proficiency, the researcher administered a proficiency test to the subjects. Two classes were randomly selected as the samples of the study. These two groups included the control and experimental, each of which approximately comprised the same number of participants. The data were collected by self-made vocabulary tests whose reliability and validity are compared with those of standard ones. The games and their corresponding guides were obtained from Learn English Kids' package of British Council. In order to measure the learners' progress in vocabulary acquisition, the pretest-posttest experimental design was applied. The results of the current study showed that the learners in the experimental group obtained higher scores than the learners in the control group. Furthermore, the results provided evidence of statistically significant relationship between the vocabulary scores of participants with high computer familiarity and those with low computer familiarity.

Keywords: Computer Games, Vocabulary Acquisition, Language Proficiency

Introduction

A lot has been said about how business computer games can help people learn, and many experts point out different ways these games can be helpful for learning. Although people usually talk about using games outside of school, more and more teachers are starting to use these games in their lessons. However, not much research has been done on what makes people use these games in schools. Also, no one has really looked at how teachers and students feel about using these games in education, or how well they actually help with classroom learning goals. The fast changes in technology made society have to adapt and learn new things because traditional education was not enough anymore.

According to Levi & Murnane (2004), the jobs of the future will require a lot of thinking and figuring things out, as well as being able to talk with others in a difficult way. These are skills that need more than just the usual reading and writing lessons. It's not only about what students need to learn, but also about how and when they learn it. Today's students need to use laptops, tablets, cell phones, video calls, and video games every day because they are used to them. In the last 20 years, using new technology has become more and more important in education (Walsh & Apperley, 2011). The best way to explain this importance is by using CALL (Computer Assisted Language Learning). Digital games are a new technology that can be used in language learning. They can be added to lessons and used in the classroom. In the past few

years, many researchers have been studying digital games because they think that these games can help students learn better. Some researchers also believe that these games can help students learn languages better.

The media has a big effect on the world we live in, and people of all ages have lots of electronic gadgets they can use at home or school. Children and young people spend most of their free time using computers or playing video games. The average U. S teenager plays video games for about one and a half hours every day (Prensky, 2001). Motivation is another reason why games can help you learn better. It's also an important factor to consider. According to Gee (2009), players are more likely to be motivated when they feel a personal connection to a goal. Students can get prizes for playing certain games. This may be because they are motivated by something outside of the game.

This type of outside motivation can also happen when video games are used as assignments or tests in schools. Students are usually more motivated to learn when the goals of the game are connected to what they are learning, and the rewards come from completing challenges and gaining knowledge. When it comes to education, games can help keep the focus on the student and make learning more active. According to Piaget's (1962) theory, children learn through play, which means video games might be a good way to teach on a computer. In 2003, Gee said that. Playing games helps us learn because in many games, the actions we take have a purpose within the game. However, some educational games don't use our actions to help us learn in real-life situations. Video games that have a lot of features could be better for learning compared to other types of media because of these reasons.

Using video games for learning can make students interested and excited to learn, help them remember things better, and give them hands-on experience, says Deubel (2006). Deubel says that teachers need to find non-violent games that help with planning and problem-solving and relate to what they're teaching in order to use game-based learning well in the classroom. Deubel thinks that playing games like pretending, simulating, and going on adventures can help develop lots of different skills. Deubel also found that playing games can help improve vocabulary and make the mind sharper. Griffiths et al. (2003) say that video games can be a great tool for studying and learning. Video games have lots of different activities. They also help students set and reach goals, give useful feedback, and keep track of progress. Additionally, they say that video games help people learn and make them think about things they thought they already knew. In a study by DeHaan et al. (2010), they looked at how video games can help improve listening and reading skills in Japanese. Their research found that students who use video games to learn a language can have fun while also learning. Also, playing video games helps students understand and follow what they read and hear better. After a while, they found out that a video game's repetition, ability to control, and hints in the environment are important.

When you're learning another language, having a strong vocabulary is very important. Grammar helps us speak and write correctly, but we also need vocabulary to express our thoughts and ideas. As a result, teaching words is seen as very important in language classes. The main reason for this guarantee is that jargon is the main way we communicate meaning. Research shows that knowing a lot of words is important for doing well in school and getting better at speaking and writing. Words are very important in how we talk to each other every day, as Williams (1994) said: Not having good sentence structure makes it hard to understand, and using specialized language is also important for communication. Having a wide range of words to use is the best tool for people learning a new language to do well in school and everyday life. Every language learner's main goal is to be able to use the language correctly to

communicate effectively. Not knowing the right words can cause communication problems Gardner (2011).

In today's computerized world, there is a growing focus on connecting the inside and outside of the classroom, and the importance of improving the overall atmosphere. This is being addressed with the increase of interactive, educational and collaborative platforms like email, texting, video games, wikis, websites, forums, social networking sites, and virtual learning environments. Furthermore, using computer games for learning is a new trend. It's not surprising that there isn't much research on how it can help with learning a new language (Gromik, 2015).

Using videos, audio, and pictures in education has helped students learn in different ways. Video games are thought to be a fun way to get students interested and involved because they can really get players to focus and be involved. This power comes from six important parts of game design: a story, a challenge, goals, rules to keep players interested, players interacting, outcomes, and quick feedback. Many students have trouble learning, remembering, and remembering important words. When people just memorize words without really understanding them, they do not communicate well.

Using important activities to learn new words helps students remember them better. Just repeating them out loud or using flashcards doesn't help as much. Students can remember words better when they do activities that make them think about and study words. This is where video games start to show up, and they can help students learn by making learning fun and making them think about new words. These days, most students really like playing computer games and it helps them a lot. Everyday habits, no matter how well someone can speak a language. Games are important for students and have a big effect on most of them. Many students spend a lot of time playing games on computers and phones, and some even play games online. This was found by a study done by Smith et al. in (2013) They can learn new words and play new games because of the Internet. Learning a new language takes a lot of effort and not giving up. Learning and getting good at a new language takes a long time and hard work. Cornillie et al. (2012) found that people who are learning a new language find computer games very interesting and motivating. So, they get students interested and excited about learning, so they can learn better and know more without getting bored.

This study wants to find out how playing digital games affects how well Iraqi primary students do in English. The researcher wants to do this research because they found something missing in the other studies. In Iraq, not many studies have looked at how playing games affects how well people speak English. Jasim & Rodhan (2017) looked at what Iraqi EFL primary teachers think about how games can help students speak better. Kurniati and her team looked at how using fun games can help kids learn more words. Wattana (2013) researched how playing games affects how students talk to each other. In 2022, Hameed looked at how playing communication games can help students get better at speaking. Previous research shows that no one has studied how playing digital games affects how well Iraqi primary students speak English.

Research Questions

Q1: Is there a difference between Iraqi primary EFL group in which computer games are used and the Iraqi primary EFL group in which such soft wares are not applied?

Q2. Is there any relationship between English language proficiency of the Iraqi primary EFL learners and the use of computer games?

Q3. Is there any relationship between IT knowledge of the Iraqi primary EFL learners and their use of games software?

Review of Literature

Vahdat & Behbahani (2013) did another study to see how a computer game affected the vocabulary learning of kids in Iran. The SHAIEx digital game was used for one group, and a regular way of teaching English words was used for the other group. This SHAIEx game is easy to understand and made for learning. The students were tested on their vocabulary skills at the end of the teaching period to see how well they did. The results showed positive results of using a computer game to teach English words to kids. This research shows that playing video games can help students learn more effectively. Playing these games in the classroom helps kids feel more motivated and improves their learning and thinking abilities. When kids play these games, they have more fun while learning and feel less stressed.

One more kind of game that researchers are interested in studying for teaching English is called a role-playing game, or RPG. Cornillie et al. (2011) studied these types of games. They agreed that in video games and RPGs, learning new words is just a bonus. It helps with reading, listening, and sometimes writing. One example of a way to fully teach vocabulary in these games is by using contextual clues. They wanted to suggest a way to teach new words in adventure and role-playing games in their research paper called "Vocabulary Treatment in Adventure and Role-Playing Games." According to Cornillie et al. (2011), they first came up with an idea for how it could work and then said that even though a lot of language learning happens naturally in these games, we can still teach specific words by focusing on certain parts of the game.

Cheung & Harrison (1992) did a study to find out which English language structures Chinese students learned best in the game "Monster Experience." The game's text was found to have three different language patterns. The first group included words that are specific to the game and are used for most of the actions and things in the game. The second meeting was about how words are related, and the third meeting was about designs that depend on something else. The study found that only words specific to the program got better. The researchers thought that because students had to learn these things to progress in the game, they would remember them better. However, understanding conditionals and prepositions of place seemed to not be very important in the game, even though they are used a lot (Cheung & Harrison, 1992).

This study shows that the factors like interest and necessity in games can affect how well someone learns English as a second language. Knowing and remembering the words needed to finish a task is easier than other words. Doing English activities that focus on a specific grammar or vocabulary may help you more than activities that don't. Another research looked at how well students remembered new words right after playing a vocabulary game (Cheung & Harrison, 1992). These types of tasks that focus on a particular structure or word are usually shown in games. 15 students from Germany who knew how to speak English took part in a research study by McGregor (2016). The students in one group played a game with a story, while the other group read a story in German. After that, both sets of students had to do a homework assignment using the words from the story and write a short essay. Students in the experimental group appeared to remember more words and understand them better. Huang & Yang (2010) found that students who used printed materials were more confident and performed better in tests than those who played online games. They also studied how online games can help students learn new words. The study was about using task-based learning in an online game that matched the learners' abilities. They based their study on Krashen's Input Hypothesis. As we said before, MORPG has clear 3D images that students can use to pretend they are in virtual reality situations. According to Huang et al. (2010), students should try to

understand all aspects of the online game scenarios in these situations. Playing online games can help students learn a new language and make them more excited about learning.

26 sixth-grade students took part in a test. To check how many words students know, twelve specific words were picked from the game's text. "Rainbow Bubble" was chosen as the game to study for the research. In this game, students can make their own characters to show who they are. They could talk to AI characters made by the game's creators and ask them for help with tasks or problems. The research discovered that there was a big difference between the scores the students got before and after taking the test. This means that students' words have gotten better since they played the MORPG. The students had fun doing the game's tasks in cool 3D worlds. Also, they picked up new words without meaning to. According to Huang et al. (2010), this study also discovered that there was no strong connection between how often students used words and their test scores.

Many studies have been done in many areas. Digital game-based learning, also known as DGBL, is popular for teaching languages because students learn well and enjoy it. We found that people really enjoyed using serious games and were very involved in using them. However, there are not many studies about using digital games for learning English by Arabic speakers. Not many people are studying how playing Arabic games affects people learning English (Ali Ramsi, 2015)

Masrop et al. (2019) talked about how playing games can help people learn. People from all over the world are studying how educational games can help with learning. They are now considered an important part of teaching and learning, and are known as "game-based learning" or GBL, "edutainment," "serious games," and "gamification." The research shows that most Arabic language learning games only focus on the alphabet. The whole presentation doesn't have good pictures, moving things, colors, or someone talking over it.

Furthermore, Mahyudin et al. (2022) studied how language games can help kids in primary school learn more words. They found out that kids in elementary school are used to playing lots of games every day. We should use this familiarity in their learning to help them do better in school. They say that teachers should use games to teach language because it helps students learn better, makes them more interested, and reduces bad behavior in class. However, young children in primary school also find it difficult to learn Arabic. The goals for elementary school include helping kids recognize letter sounds, understand words and sentences, and get meaning from what they hear.

And also, Zainab et al. (2020) looked at how playing games affects people who are learning English. The researchers wanted to see if using a video game helped driving school students understand the rules of driving better. We made an app called An Educational Game on the Theories of Driver Education Curriculum (DEC) to help students learn and remember the driving laws and rules before they take the driving theory exam. The app is designed to help students understand and remember the information better. It found that students had a hard time understanding, imagining, and remembering important concepts. The DEC program was made using a process called the Game Development Life Cycle (GDLC). This process has different steps like starting the project, planning, making the game, testing it, and finally putting it out for everyone to play. The GEM model was used to see how well the DEC application worked. The study found that playing educational games helped students better understand and remember driving rules and basics.

Also, Prensky (2005) did a study on a fun learning game that changes based on how well you think to help you learn better. It changes the difficulty of the lessons to match what each student knows and how they learn. A student model that is not very clear is used to change the game's

story based on what the player is currently thinking. It decides if the situation will change to help the student improve and do better in school. This helps because changing the story in the game makes people want to learn more and gives them information that fits their level and helps them improve, which makes them learn better. Games are a powerful way to help students learn better. They can make learning fun and help students learn. To make students do better in school, teachers need to think about what each student is good at and what they need help with. Then, they should teach in a way that helps each student learn better.

Rosyidah & Khatijah (2023) studied how teachers feel about using video games in their language classes. The study showed that teachers think digital educational games are good for kids because they use technology that fits their age and interests. The games make learning fun and motivate kids to learn in all subjects. In addition, the results showed that teachers really liked using online games to teach. After asking teachers for their opinions, we found out that digital games make studying fun and help students feel less stressed, anxious, and scared. They also help connect playing games, feeling motivated, and learning a language. But, there are also bad things about playing video games. They can make people addicted to screens and technology, make them play for a long time, cause 15 or more health problems, and stop players from reaching their goals. Also, using digital games in the classroom can have other problems. These include not having physical things to use, the teacher not being in control, and having trouble managing students' behavior. It is recommended to solve these problems to make digital games work better for teaching and learning languages. For example, teachers need to check if the game is right for certain ages and if it follows the rules for learning. Furthermore, games that fit with what students are learning, help solve difficult problems, and improve many abilities can be picked to use digital games well in the classroom. Choosing a digital game that matches what students are learning, their age, and how helpful it is can make learning more fun and effective.

Methods

Participants

The study's sample consists of 48 male and female English students studying English as a second language in two Baghdad schools. In addition, they range in age from seven to ten. An elementary level of academic proficiency is expected of the participants. A proficiency test was administered to the subjects by the researcher to ensure that they are all proficient in the same way. The study's samples were drawn at random from two classes. The control group and the experimental group both had roughly the same number of participants, so they were divided into these two groups. It was attempted to have participants with similar language backgrounds; namely, the Arabic language.

Instruments

The data gathered from self-made vocabulary tests will be compared to results from tests whose validity and reliability have already been established. The British Council's Learn English for Kids Package contains the games and the guides for them: a) Trolley Dash; b) Clothes; c) Cold Planet

Tests

Based on the goals of the research questions, the following tests, including the pretest and posttest, English language proficiency test, and IT proficiency test, were administered. The following sections provide a brief explanation of each of these tests:

A pretest-posttest design is utilized in many true experimental designs because it involves administering a pretest prior to the experimental group receiving treatment and a posttest,

which is the same as the pretest, following treatment. A pretest-posttest configuration is normally the favored strategy utilized in obvious exploratory plans to gauge changes and contrast the gatherings and each other. It has the advantage of allowing the administrator to examine the difference between the pretest and posttest scores of the two groups to evaluate the effect of the experimental manipulation. Both the pre- and post-tests was based on a test of elementary vocabulary levels. Participants were asked to fill in the blanks with the appropriate words based on the multiple-choice questions provided for each blank, which is similar to a cloze test using the multiple ratio method. The pretest is made of 15 tests in which the students are required to find the suitable words regarding meaning and context. The posttest is made of 16 tests in which the learner has to find the best answer and fill the gaps.

OPT was utilized to ensure the homogeneity of the participants by determining their proficiency level. OPT was applied to select a group of intermediate proficiency level. As to the purpose of the present study, OPT (Allen, 1992) included 60 multiple choice items on vocabulary (30 items) and grammar (30 items). The test has three parts including grammar, reading, and vocabulary, and the students were supposed to answer multiple-choice, matching, and cloze tests. In addition, the participants had 60 minutes to complete the test.

NetLab's IT Proficiency Test the version which is for 2019 is aimed primarily at researchers as an advisory helped for determining whether their computer skills match the scope and complexity of projects involving archived web content. NetLab is a research infrastructure community for the study of internet materials within the national collaboration DIGHUMLAB.

Procedure

Two distinct groups the control group and the experimental group were chosen at random. Both groups attempted to have equal numbers of participants. A vocabulary test was administered to both groups at the beginning to assess their language proficiency. Computer games were used to teach the experimental group, while the other group was taught in accordance with the norms of the schools where the subjects of this study were chosen. The use of various instruments and statistical procedures was likely to be included in the reviewed literature due to the nature of the gaps that was investigated through literature review. The present study's conditions and setting necessitated the participation of both men and women, which could have an impact on the findings. However, it should be taken into account as one of the study's limitations. Therefore, it appears that gender was not be taken into account as one of the independent or dependent variables in this study due to the aforementioned issues.

The steps taken during the sampling and data collection phases were outlined in detail in the following procedure description; 1) The participants were randomly divided into two equal-sized groups, the control group and the experimental group; 2) Each of the aforementioned groups were divided into two groups with high and low levels of English language proficiency using an English language proficiency test; 3) A test of IT proficiency was used to divide the experimental and control groups into high and low IT proficiency groups; 4) The control and experimental groups, as well as their subgroups (i.e., high level of IT proficiency, low level of IT proficiency, and high level of English language proficiency), were subjected to a vocabulary pretest; 5) In the experimental group, computer games were used to teach English; 6) In the control group, English was not be taught using these programs; 7) The control, experimental, and subgroups (high level of IT proficiency, low level of IT proficiency, and high level of English language proficiency, respectively) all received the posttest; 8) The control and experimental groups' subgroup-specific results from the pretest and posttest were compared.

Design of the Study

The study's design was primarily experimental and quantitative, and it employed the quantitative method. It aimed to determine how computer games affecting English proficiency and focused on the factors that directly affected this process. In addition, the study aimed to investigate the learners' IT knowledge and English language proficiency in relation to their English achievement. The fact that this study is cross-sectional is noteworthy; that is, "a cross section (sample) of a population at a single point in time" was the subject of its investigation (Ary et al., 2010).

Data Analysis

SPSS version 21 was utilized for data analysis. The normality was assessed using the Shapiro-Wilk test after the data have been gathered. In addition, the independent samples t-test was used to compare the English language proficiency and IT proficiency results of the high and low groups. Then, the results of the control and experimental groups were compared using analysis of covariance (ANCOVA).

Results and Discussion

The Results as Related to the First Research Question

Based on the first research question, we used ANCOVA and the results are shown below. First, because there were less than 50 samples, we used a test called Shapiro-Wilk to check if the data followed a normal distribution. They discovered that this test was better than the Kolmogorov-Smirnov test. The findings are displayed in table 4. 8

Table 1. Results of Shapiro-Wilk test for the normality of the data

Group	Statistic	df	Sig.
Posttest	0.916	48	0.236
Pretest	0.912	48	0.160

Looking at table 1 shows that the p-value is higher than 0. 05 So basically, in 95% of cases, it's okay for data to be normal. The second requirement in ANCOVA is to make sure the variances are similar. So, we used Levene's test to show this specific problem. The outcomes we got are displayed in the table below.

Table 2. Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.192	1	46	0.663

Looking at the table, the p-value is 0. 663, which means It is bigger than α (alpha) which is 0. 05 So, we can understand that the idea that the control and experimental groups have the same variances is not true. The answer received was 0. 95, showing that it is very reliable. The fourth requirement for ANCOVA is called homogeneity of regression slope, and the results for this requirement are displayed in table 4. 10

Table 3. Tests of Between-Subjects Effects (dependent variable posttest)

Source	Type	Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	0.155	1	0.155	0.131	0.721
Gro * PTS	Error	27.106	22.854	1.186		
	Hypothesis	21.633	17	1.273	1.505	0.160
	Error	25.369	30	0.846		

The F-value for the group that took the posttest is 1.505. Also, the p-value is 0.16, which is higher than 0.05. The last thing we need to do is look at how the control and experimental groups are connected to the posttest. The outcomes are shown below.

Table 4. Tests of Between-Subjects Effects (dependent variable posttest)

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	Hypothesis	0.325	1	0.325	0.305	0.589
	Error	15.199	14.270	1.065		
Gro	Hypothesis	0.670	1	0.670	0.367	0.563
	Error	13.342	7.305	1.826 ^b		
PTS	Hypothesis	9.626	9	1.070	0.614	0.759
	Error	13.847	7.949	1.742		
Gro * PTS	Hypothesis	13.113	7	1.873	2.215	0.041
	Error	25.369	30	0.846		

In addition, looking at table 4.11 shows that the p-value of the posttest group is smaller than 0.05. It could mean that there is a big difference between the test results of the control group and the experimental group. So, it gives more proof that we should reject the first idea we had.

The Results as Related to the Second Research Question

Regarding the findings and discussions mentioned earlier, it was discovered that the data followed a normal distribution. To study how well someone knows English affects their ability to learn new words, we used a test called independent t-test. Because it was necessary to check if the variances were equal for the independent t-test, the researchers used Levene's test. The findings are shown in table 4.12:

Table 3. Levene's Test for Equality of Variances of English language proficiency

	F	Sig.
Equal variances assumed	7.658	0.008
Equal variances not assumed		

The information in table 3. gives clearer proof that the two groups are similar in nature. In simple words, low English language proficiency means not being very good at speaking or understanding English, while high English language proficiency means being very skilled in speaking and understanding English. According to Levene's test, because the p-value of the variances is less than $\alpha = 0.05$, it means that the variances of the scores of both groups are the same. Table 4 displays the findings of a test comparing the average scores of individuals with low and high English language skills.

Table 4. T-test for the Equality of Means between the low and high English language proficiency groups

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-7.309	46	0.000	-1.451	0.198

The p-value, which tells us if the means are the same, is smaller than $\alpha = 0.05$. This means that there is a significant difference between the means of the two groups. Therefore, the groups of participants who are good and bad at English have different characteristics when it comes to learning new words. Therefore, we also reject the second assumption in this study.

The Results as Associated with the Third Research Question

The second null hypothesis is similar, and because the data is normal, we used an independent t-test to compare the results of the two groups in terms of proficiency acquisition. Basic and advanced computer skills. The Table 5 shows the outcomes of Levene's test that checks if the variances are equal.

Table 5. Levene's Test for the Equality of Variances

Assumption	F	Sig.
Equal variances assumed	13.952	0.001
Equal variances not assumed		

The information in table 5 gives us a better understanding of how similar two groups are to each other. In simple terms, low IT proficiency means someone is not very skilled with technology, while high IT proficiency means someone is very skilled with technology. The results of Levene's test indicate that the variances of the scores for both groups are the same because the p-value is less than 0. 05 Table 415 shows the results of a test that compares the average scores of people with low and high IT skills.

Table 6. T-test for the Equality of the Means between the low and high IT proficiency groups

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
-5.996	46	0.000	-1.340	0.224

The p-value for the equality of the means is smaller than $\alpha = 0. 05$, which means that there is a significant difference between the means of the two groups. So, the groups of participants with high and low IT skills are different when it comes to learning new words. Therefore, we are also rejecting the third null hypothesis in this study.

The aim of this study was to investigate how playing video games can help improve learning. This study looked at how video games can help learners learn and know more words. They used special computer programs to test this. This research is significant because it shows that people nowadays learn different language skills through computer games, which was not the case in the past 20 years (Teinkuehler, 2010). Also, in another study, Robertson & Howells (2008) found that computer games can make learners more excited and motivated, and this positive mindset can help them learn more effectively and apply their knowledge to new situations by playing computer games. The study showed that students who learned with computer games got higher proficiency scores compared to students who learned without using those kinds of programs. Just like the previous studies, this study also discovered that computer games can boost learners' motivation to improve their proficiency skills faster and more effectively.

Zarei & Khazaie (2011) conducted a study to see how students in Iraq learn English proficiency using a computer and different ways of presenting information. They divided the students into four groups based on their ability to remember things briefly using a test that involved pictures and words. Students were tested on how well they could remember and recognize the words they learned. The results of the study indicated that, with the exception of the group with low visual and verbal skills, the other three groups who were taught proficiency using pictures or written explanations performed better on the tests compared to those who did not receive any pictures or written explanations. The current study found that other factors like how well students speak English have a big effect on how they learn, which is different from what Zarei & Khazaie's (2011) study said.

Another research on proficiency learning was conducted by Barani et al. (2011). The study had two groups of classes. One group tried out a test from the University of Cambridge called Starter at the beginning of the course, while the other group did not. This proficiency test was given at the end of the last session of the term. The group being tested learned new words by using pictures and sounds to help them. They would watch and listen, watch and copy, listen and draw, and look and draw, among other things. The results showed that the average scores of the experimental group before and after the test were different. The current study shows that there is a strong connection between how well someone knows English and how much they learn new words through computer games.

This study focused on whether being familiar with computers affects how people learn new words. But in another study by Fulcher (1999) and Taylor et al. (1998), they found that being familiar with computers or performing well on them did not have a big impact on students' scores.

Pedagogical Implications

Studying computer games can positively impact how languages are taught and learned. Regarding computer games, the results of this study can help teachers, students, and creators of educational materials and curriculum designs apply this technology to encourage and enhance teaching English. Comparing two things) is to explore other factors that could affect the results. The purpose of the study conducted by Ranalli in 2008 was to investigate if other popular video games with different features and settings could be helpful to university-level ESL learners. The study assumed that if a popular game like The Sims™ could benefit ESL learners academically, then additional materials designed for computer-assisted language learning could be created to meet their needs. findings can still provide some useful insights.

The new study found that the students in the experimental group got higher grades than the students in the control group. In addition, the results showed that people who were good with computers had higher proficiency scores compared to those who were not good with computers.

To put it simply, even though this study somewhat supported the idea that computer games are comparable to other modes of entertainment, it is not a definite answer to all the worries about computer games. However, the researcher believes that this study has some lessons for teachers. These lessons are discussed in the following chapter. The findings of the study can give teachers some evidence of how video games can affect language learning in Iraq (specifically, the ability to learn new words).

Because there is no specific plan for teaching proficiency with computer games, teachers don't have much information about it. So, this study can help teachers and material developers because it shows how video games can help improve proficiency learning. This study's results can also benefit people who are trying to become better at a language. It can help them choose the best way to learn based on what they prefer.

This study could help Iraqi curriculum developers and syllabus designers understand the importance of keeping up with computer-based language teaching trends. It suggests that they may need to consider using computers in language teaching. Clearly, with the constant improvements in computer technology and how it is used in teaching languages, the question of whether teaching through computer games is comparable to teaching without using this kind of software seems relevant today. So, it seems that the inconsistency in the literature on comparing studies from the past two decades will eventually be resolved. In simpler terms, as more young people have the opportunity to use computers for learning languages, we need to consider things like how comfortable they are with computers, if they feel nervous about using

them, and if using a computer impacts their learning experience. This is less likely to happen in language teaching.

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