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# IMPACT OF ONLINE GAME IN LEARNING VOCABULARY

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## **Abstract**

*In order to find out the relationship between online games and vocabulary learning and whether gender affects vocabulary learning through online games, this study was created. Computer aided language learning (CALL) has increased the popularity of using computers as a method for learning languages in classroom settings as one of the effects of technology. In addition to the growth of the internet, games began to emerge in the form of video games. This paper reviewed five foreign papers relating to online games and vocabulary learning from Iran, Turkey and China, in which various approaches, including quantitative and qualitative measurements, were used. The evaluation of the papers showed that it is more successful than rote learning to implement online games in language teaching for vocabulary learning, but success depends on gender. Compared to female learners, male students do better at learning vocabulary by online games.*

**Keywords:** *Game, Online, Student, Technology, Vocabulary.*

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## **I. INTRODUCTION**

In the last decade, the climate has rapidly changed. Individuals have been looking for innovative technologies and new products. Computers have become one of the greatest results of this endeavor, and a lot of things in human life have changed: the way we think, the way we act, and the way we learn. Teachers also introduced fresh learning techniques and approaches into the classrooms since the implementation of CALL. Since learning vocabulary is one of the key bricks of language learning, teachers should be on the prowl to use the best and most efficient way to teach[1]. Why should not the prosperity of technology be taken into account because computers and video games have been filling their time with a lot of teenagers? There are countless areas where learners of the English language have the opportunity to learn through technology. Computer games and social networks such as Facebook, ICQ, Twitter etc. are included in these regions. Students will exercise their skills

they have gained in the classroom setting and create a native-like environment by finding new friends. Via their cell phones, the benefits of technology. For learning English, thousands of applications (apps) are created. Based on their inadequate abilities including grammar, listening, etc., learners may find suitable content. On the other hand, advances in technology have contributed to the popularity of online games, which also allow English to be used in countries where users play games. Online gaming will be the main element in the following sections of this report[2].

### **A. Language and Vocabulary**

There is no doubt that vocabulary is the most important vehicle in learning a language. It does not matter if this language is the mother tongue or a foreign. As Wilkins states in his famous sentence: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say While without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Here, people understand that nothing can be conveyed without vocabulary and that vocabulary is even more important than grammar. In the same view, Krashan also argues that "they don't carry grammar books when students travel, they carry dictionaries." Once again, in studying or speaking a language, we understand the importance of vocabulary. People cannot claim that grammar is not important, but one step further is vocabulary. "No learning can be achieved entirely if the learner lacks sufficient knowledge of vocabulary"[3].

### **B. Online Games**

Mothers try to do their best for their offspring. They try to prepare nutritious and tasty food for them at the same time. An instructor should do anything to teach the learners in a way they like when thinking about the classroom. One of the things students enjoy is online gaming. Online games have been popping up in recent years. So, in schools, teachers will combine online games and language learning. Author expresses their thoughts about online games as following:

- i. Students and teachers alike, view online games as effective vocabulary learning tools;
- ii. Students prefer online games as an educational aid when compared with traditional learning lessons;
- iii. To increase students' interest and guarantee learning effectiveness, more motivating games which provide
- iv. Learners with a sense of achievement and scope for development are required;
- v. Teachers think that their role as researcher and facilitator has grown more prominent after employing information
- vi. Communication technology (ICT) tools[4].

This paper aims to examine the previous results on the relationship between online games and vocabulary learning. The information is gathered from foreign journals. It will review the papers one by one. Based on the findings of these papers, the outcome of the study question

will be formulated. Prove the faithfulness of the papers and then get a thesis to come out. The main aim of this analysis of theoretical literature is to expose the value of online games in vocabulary learning. Sadly, there are only a few studies on the issue. It is hoped that the findings of this study will be the catalyst for more studies in this field, because without technology and along with the internet, we live in a world in which nothing is nearly possible[5].

Computers have been in our lives since the 1960s and many aspects have changed even then. Communication became simpler and this base was also the result of globalization. In addition to globalization, and English appears to be the world's foreign language, computers are often used by people to learn languages, especially English. Kids, however, are mostly unaware of the significance of the subject in English[6]. The instructor must, therefore, assist the students in an enticing and tacit way to learn the language. One of the options is online gaming and this paper will concentrate on that. Looking at the posts, it is possible to conclude that online games help maintain vocabulary in English classrooms. One of the posts, however, claimed that online games had no major impact on the learning of vocabulary. The effect of online games on vocabulary learning in EFL classes should be further studied in the following years if we take into account the number of papers and one of the papers argues the opposite of the others.

Nahid Shariarpour and Zahra Kafi's joint work, a study on the impact of digital games on intermediate student motivation, is the first article to be analyzed. They begin with the view that rote vocabulary teaching is a boring way of learning a language. As students now spend a lot of time playing online games, they began to investigate whether or not computer games or online games really increase motivation. The online video game L.A Noire is used by the intermediate students for the investigation. The result of this paper is presented and proven through qualitative methods, which are student observation and interviews. The interviews are conducted with the teachers and also with the participating students in the investigation. It is a video crime game, offering more detail about the game L.A.Noire, where players can enter the next level only by having correct answers to the vocabulary issues. This game was previously played by 15 students out of 25 students and they had some prior knowledge. The participants of the investigation played the games in 3 sessions every week for a total of 4 and half hours. Some of the students were eager and played some more hours.

The second article is about the influence of online games on learning vocabulary in EFL classes for low-intermediate students. Published by the writers of the article: Ashraf H., Motlagh F.G., Salami M. Ah, in Iran. The research proves the utility of online games in vocabulary learning. The games used for the research were Sims, Chess Master, FIFA 2011, Counter Zero and Call Off. The findings are embodied in an experimental analysis. For control and experimental classes, 24 students are randomly selected. After 15 weeks, the post test was administered. The problem statement of this study covers the topic of whether or not online games promote learning of vocabulary. To pick a homogenized group, they used the Nelson Proficiency test as an instrument. In Cronbach's Alpha, the outcome of the proficiency test was measured as 0.82. "The result of the pre-test is alpha 0.86 in Cronbach "and the result of the post-test is 0.81. There is a null hypothesis that there is no substantial

difference between rote vocabulary learning and vocabulary learning by online games, according to these findings. The response to this study, however, is not enough to really prove the theory, since the number of students is less likely to settle on performance. A further critique of this study is that a number of games are used. Therefore, although some of the students learn with an online game effectively, others may have problems with the other game. The standard of the matches needs to be the same[7].

## II. CONCLUSION & DISCUSSION

Given what is contained in the review of literature, it must be claimed that the number of students is lower to prove the resulting assertion. Another problem is that much of the study is qualitative and based only on objective outcomes. Quantitative statistics are easier to show the findings and it is also better to use both quantitative and qualitative results, as in Yip, F.W.M., and Kwan's study. So, for the future, further research on video games and their educational advantages or drawbacks must be done. The number of students must be higher, since these experiments are accepted to have international outcomes. In addition, in light of online gaming, more studies can be done on the disparity between male and female learners. In order to conclude the literature review on the impact of online games on vocabulary learning, it can be said that online games in EFL classes are an efficient and encouraging way to teach vocabulary. However, with online games, the gender factor has an impact on the learning process. In learning vocabulary through online games, male students demonstrated more progress than female students.

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