



THE EFFECT OF DIGITAL GAMES IN TEACHING VOCABULARY IN EFL CLASSES.

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***Abstract** Digital games have become increasingly important in the lives of the younger generation and technology used in various fields, particularly in education. It showed considerable effects in language acquisition. Learning vocabulary was one of the complex and tedious activity, but through digital, vocabulary can be attractive and more efficient activity in language acquisition of EFL young learners. Additionally, researchers have initiated a series of studies to see if employing games in the classroom might help students learn new words. Based on a literature study, the purpose of this research is to explore the effects of digital games on children's vocabulary development. The findings of this article demonstrate that games are utilized not just to help children succeed in EFL lessons, but also to motivate them and increase collaboration among them.*

***Keywords:** vocabulary, digital games, effects, benefits.*

Introduction

Reading, speaking, listening, and writing are all linguistic abilities, and vocabulary is one of them. Neither language production nor understanding would be feasible without a good command of the vocabulary. As a result, expanding one's vocabulary is one of the conditions for language learning, and

expanding one's vocabulary is only achievable when teachers employ efficient vocabulary teaching and learning tactics (Mukoroli, 2011).

Technology provides a variety of ways to make education more engaging while also increasing productivity, particularly in countries where there are few or no opportunities to interact with native speakers and practice the

language acquired. Students begin learning English at an early age, and employing multimedia to capture their attention is an excellent method to fulfill both their visual and aural senses. Technology, particularly the internet, which is employed in many schools, allows students and instructors to study anywhere and at any time, and knowledge is constantly available to them (Hazar, 2020). Furthermore, the use of technology has a huge impact in a variety of social and cultural situations, since it aids in the development of children's linguistic skills as well as their cultural awareness. According to Taghizadeh et al. (2017 cited in Jassim & Dzakiria, 2019), games help youngsters acquire vocabulary more effectively than traditional methods.

According to Shahriarpour and Kafi (2014 cited in Yunus & Suliman 2020), playing games encourages students to participate actively in the technology society of the twenty-first century. Playing educational games with students would provide them with the opportunity to study in a more pleasant and supportive environment.

According to Pehlivan (2020), Weblogs, e-diaries, online games, online books, digital learning platforms like EBA (Education Information Network), and learning management systems like Blackboard, Edmodo, and others are some of the most popular and useful web-based tools for meeting the pedagogical needs of both teachers and students who are learning English. The goal of this study, which is based on a literature review, is to look at the impacts of digital games on children's vocabulary development.

Literature review

The role of vocabulary in language acquisition.

Vocabulary is words that any language has. To learn the language learners firstly need to learn their word database, as without words they are not able to understand and utilize the language. According to Nation (2001 cited in Pehlivan, 2020), vocabulary is as important as grammar and linguistic structures; vocabulary knowledge is a supplemental component for foreign language learners' overall competency and a precondition for advanced

language learning. Vocabulary knowledge facilitates language use, language usage facilitates the expansion of vocabulary knowledge, and word knowledge facilitates the expansion of vocabulary knowledge and language use, and so on(Hazar, 2020).

Who are young learners?

Young English language learners are students under 18 years old, according to Dolgunsöz (2017, cited in Tebeweka,2021), in general young learners are between the ages of 5 to 12 years. Teachers must be aware that young students have difficulty discriminating between the actual and fantasy worlds. Young learners prefer to work in groups rather than alone, especially while playing or working. Praise is essential for young students because it motivates them when their teacher shares their excitement (Bakhsh,2016)

The effect of digital games in young learners.

The traditional way of teaching vocabulary is through textbooks, by repetition of words became unappealing and monotonous for

children, as the technology was spread widely, children like to play mobile phones and computers online. To attract youngsters' attention, it would be easy to use and teach them through online games. Games are the fun activities for children, and digital games are the games which are played online, in computers or mobile phones. Digital games, according to Wu, Zhang, and Wang (2020, quoted in Tebeweka), are games that are generated and planned using computer technology and deployed using digital equipment as a platform. They further argue that digital games encompass, among other things, computer games, interactive digital board games, video games, internet games, and mobile games. Digital games are games that are designed using various technologies that allow users to enter a visual environment noted Cetin (2013,cited in Hazar, 2020). According to Wood the use of digital games as a learning aid, as well as game-like forms, may be more effective than traditional media, such as textbooks, at capturing learners' attention (2001, cited in Hazar 2020).

Digital games were divided into five categories by Hong, Cheng, Hwang, Lee, and Chang (2009 cited in Hazar, 2020): (1) drill and practice games; (2) single combat games; (3) stable contest games; (4) evolving contest games; and (5) contextual games.

In this day and age, technology is an inextricable element of our life. Many studies have demonstrated that digital games influence to young learners positively (Prensky, 2003; Leemkuil, 2006; Gee, 2012; Tüzün et al. 2009; Van Eck; 2006 cited in Yunus & Suliman 2020; Pehlivan,2020; Hazar ,2020; Tebeweka,2021). "As digital technologies penetrate ever deeper into virtually every aspect of our daily lives," as Furlong and Davies (2012, cited in Pehlivan, 2020) put it, "it becomes more and more pressing for those of us with an interest in education to develop a better understanding of their impact on learning outside formal educational institutions". Technology, according to Bull and Ma (2001, cited in Pehlivan, 2020), provides language learners with endless resources, and "foreign language instructors, like most

teachers in other professions, trust in the potential of the Internet as a tool and a resource bank of varied instructional materials." According to Hazar's study, it can be stated that using digital games to teach English vocabulary to young learners is far more effective than using traditional methods, techniques used in the past. Digital tools are essential components of every business. Using these technologies in the classroom and in most children's lives might encourage pupils to enjoy their sessions.

Fearful students who are shy to speak and have difficulty to learn language , by using games can diminish their anxiety. Working online can increase self-confidence, as children work without teacher's pressure. Furthermore, as online platform games interesting and attractive, pupils spend more time on playing and learning the language.

In consistency with Sulistianingsih's research learning English vocabulary should be a fun activity especially for middle schoolers. Games are one of the solutions to developing active and creative learning activities. Interactive

digital board games stimulate and encourage students to participate in vocabulary acquisition, especially if there is a winning motivator, with fun (2019,quoted in Tebeweka, 2020). Furthermore, using games to acquire vocabulary is efficient since they cooperative learning atmosphere for the students (Calvo-Ferrer, 2015, cited in Yunus & Suliman, 2020)

Yunus and Suliman studied the effect of one of the digital game called Pocable game and Pear deck, whether these activities improve children vocabulary knowledge, the results demonstrated tha Pocable and Pear duck game enhanced students vocabulary, boosted their self confidence

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Conclusion

To sum up vocabulary is unchangeable,important skill to learn. To avoid from the boring and monotonous lessons teachers may use differernt games. Online or digital games are the games ,which is played online with a group. Effects of teaching was observed, according to them digital games have influenc ont students' anxiety, pressure put on them, free to speak about one's selves,self- confidence, motivating and so on. The goal of this study, which is based on a literature review, is to look at the impacts of digital games on children's vocabulary development.

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